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The Language Skill Change Project (LSCP): Background, Procedures, and Preliminary Findings

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This report documents the scope and objectives of the study that has evolved from the original research concept of documenting the nature and extent of language skill change. It details the data collection procedures over approximately 4 years of a soldier's military service. It also describes the 19 instruments used in the study and the rationale for their administration at various times in a soldier's military career. Also provided is an overview of the statistical research design and preliminary findings that have focused on the attrition rates at the Defense Language Institute (DLI).

The project sample is comprised of 1,903 junior Army enlisted personnel who began a basic course of language instruction at the DLI. The language instruction was in German, Korean, Spanish, or Russian. Furthermore, the participants either held or were scheduled for training in one of four Military Intelligence MOS--97B, 97E, 98C, or 98G.

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Further data collection and analyses are expected to provide recommendations for improved methods of selection, improved resident and nonresident training, and improved unit language maintenance programs. Research procedures are in place for extending the research to other languages and linguists if warranted. Keywords.

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The Language Skill Change Project (LSCP): Background, Procedures, and Preliminary Findings

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The Presidio of Monterey Field Unit has the primary mission of conducting research to improve the quality of Army training to better fulfill unit mission requirements. This includes training in both foreign language and MOS skills.

Several reports, including the Presidential Commission Report (1979) and the 1982 General Accounting Office (GAO) report titled "Weaknesses in the Resident Language Training System of Defense Language Institute Affect the Quality of Trained Linguists" have suggested the need to improve the training soldiers require to perform their jobs.

Commanders and other supervisors in the field have stated that many soldiers arriving at their first field assignment following school training are not able to adequately perform their duties without on-the-job training. In addition, trainee attrition rates at the Defense Language Institute alone are at a 15% to 20% level (DLI Annual Program Review, March 1987). Such attrition results in a significant loss of investment to the Army.

This is the first of a series of reports on the Language Skill Change Project that attempt to document the nature and change of language skill levels over time; language and MOS use in the field; and identify factors that may help predict language and MOS training success.

This research effort supports Task 324--Training Technology for Military Intelligence Linguists. The tasking and sponsorship are identified in the Letter of Agreement titled "Foreign Language Skill Change Research Project," which was signed on 24 February 1986.

A briefing on the findings contained in this report and the status of the project have been provided to U.S. Army Intelligence Center and School (USAICS) (Assistant Deputy Commander, USAICS; Commander, U.S. Army Intelligence Training Battalion (USAITB)--November 1987), Department of the Army, Military Personnel Center (Chief, Language Management Branch--November 1987), the Office of the Deputy Chief of Staff for Intelligence (Army Language Management Office, November 1987), and the Defense Language Institute (Research Division, November 1987). Copies of the draft report were also provided to Forces Command, the Training and Doctrine Command, the National Guard Bureau, and the Army Reserve Personnel Center. Respondents accepted the findings of this report, agreed to the value of the data currently collected and the data planned for collection, and believed that the project was on track and in line with meeting its objectives.

EDGAR M. JOHNSON
Technical Director

THE LANGUAGE SKILL CHANGE PROJECT (LSCP): BACKGROUND, PROCEDURES, AND PRELIMINARY FINDINGS

EXECUTIVE SUMMARY

Requirement:

The U.S. Army Intelligence Center and School (USAICS), the Defense Language Institute (DLI), and the Office of the Deputy Chief of Staff for Intelligence (ODCSINT) are among several agencies requesting an evaluation of foreign language skill change over time. To accomplish this evaluation, the Army Research Institute (ARI) began collecting data in February 1986. Data collection will continue over approximately 4 years--the span of a soldier's career.

Procedure:

The project includes 1,303 soldiers who took the initial (time-one) test battery administered at the start of their basic language course of instruction at DLI. The sample is comprised of the following: Soldiers attending DLI in the basic German, Korean, Russian, or Spanish language courses, and who either currently hold the Military Occupational Specialties (MOS) of 97B, 97E, 98C, or 98G, or are expected to receive training in these MOS. The study will also include data on approximately 150 "by-passes," soldiers who enter the service with adequate foreign language skills in one of the four target languages, by-pass language training at DLI, and attend AIT in one of the target MOS.

Several affective, cognitive, and demographic variables (biographic data are considered a subcategory under demographics for the purposes of this project) have been identified as potential factors influencing success in foreign language training and skill retention. The Defense Language Proficiency Test III (DLPT III) is the criterion measure used to identify changes in language skills. Additional criteria measures on which data are collected include academic data at the DLI and the AIT-MOS schools and supervisor ratings at field assignments. Instruments used to collect data on these variables are administered at prescribed intervals: (a) the day language training begins, (b) after 12 weeks, (c) at graduation from DLI, (d) at graduation from AIT, (e) at 9-month intervals in the field, and (f) whenever a soldier academically or administratively attrits from the project.

Findings:

Current findings are limited to partial attrition data collected during language training at DLI. Due to the necessity of determining the interactive effects between variables, as well as their individual value in predicting

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training success, the analyses of the study variables will be discussed in the subsequent reports on this project.

The attrition rate of the target population at DLI is 21.4%. This rate is expected to increase slightly because one-fourth of the students are still in class.

Missing data are expected to increase while students are at their MOS-producing school and during their field assignments.

Utilization of Findings:

This report will emphasize a description of the project objectives, data collection procedures, and the instrumentation used. The discussion of attrition findings is provided to emphasize the value of the study in determining factors that influence language training success, and to examine the causes of the variability of attrition among languages and MOS.

THE LANGUAGE SKILL CHANGE PROJECT (LSCP): BACKGROUND, PROCEDURES, AND
PRELIMINARY FINDINGS

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The Language Skill Change Project: Background, Procedures,
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INTRODUCTION

The Army is concerned about providing adequate training for
soldiers to perform their jobs in the field. Each year it spends
millions of dollars training soldiers to perform specific duties
at their field assignment. A 1982 General Accounting Office (GAO)
report discusses the need to improve training for soldiers to
adequately do their job. Numerous anecdotal comments from the
field have cited cases where soldiers have not adequately
acquired the skills needed to perform their duties or have lost
their skills. However, the Army has little or no documentation to
support comments from the field on training effectiveness or on
maintenance training. A language needs assessment (LNA) was
conducted prior to the start of this project. The findings, based
upon input from subject matter experts (SMEs) in the four target
MOSs (97B, 97E, 98C, and 98G) found language requirements for MOS
skill level 1 were higher than the basic course language
graduation requirements at DLI (Office of the Deputy Chief of
Staff for Intelligence Information Paper, 6 Aug 1985, and
Memorandum for Record dated , Dec 1985). Another study has
concluded that the Defense Language Institute (DLI) does not
provide sufficient training in special vocabulary areas required
in a majority of Army Military Intelligence (MI) linguist
positions (MANTECH International Corporation, 1986). Without
adequate documentation identifying the extent and nature of skill
changes a clear description of the problem is difficult and
solutions are harder to justify.

The Army also invests training dollars in soldiers who are
unable to complete their prescribed training. Approximately 21%
of the soldiers in this study have attrited prior to the
completion of their language training according to the project's
own estimates (the DLI Annual Program Review, 1987 cites overall
figures between 15% and 20% for the target languages of this
project - German, Korean, Russian, and Spanish). These estimates
combined with AIT attrition rates of approximately 5-10% as
furnished by W.L. Pasqualini (Department of the Army, Military
Personnel Center [DA, MILPERCEN], personal communication,
February, 1987) indicate a possible need to further assess
soldiers prior to placement in a specific training program, and
perhaps provide some other form of assistance to enhance training
success.

These training interests served as the impetus for this
research effort by the Army Research Institute to identify and
document factors affecting training and skill retention in

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selected languages aid MOSs, and factors affecting performance in the field.

Findings from this research may suggest further evaluation of selected instruments used to screen personnel prior to their enrollment in a language or military occupational specialty (MOS) program of instruction. Findings and recommendations concerning maintenance training are expected to assist unit training programs in the field. Information from this research effort will also benefit agencies which send personnel to language and/or MOS training (or other advanced individual training [AIT]).

The following figures are provided to respresent the status of the study participants thru October, 1987. Of the 1,903 soldiers who started in the project, 389 are at field assignments. The remainder are still in training at DLI or AIT, or have attrited. At the end of data collection, first quarter of FY 89, complete data sets are expected on approximately 1,000 participants. The remaining will have attrited or been lost.

Background

The concept of this project began in 1983 with a need described by ARI and concurred with by the United States Army Intelligence Center and School (USAICS) and the Defense Language Institute (DLI). This led to an initial plan for research in the areas of language skill loss, learning strategies, and maintenance training. This initial plan is further described in a draft Research and Measurement Plan for Language Skill Change Study, Phase I (dated January 1985). In September 1985 ARI, DLI, the United States Army Intelligence Center and School (USAICS), the Office of the Deputy Chief of Staff for Intelligence ([ODCSINT], formerly called the Office of the Assistance Chief of Staff for Intelligence [OACSI]), D.A. MILPERCEN, and the National Security Agency (NSA) established a Project Advisory Group (PAG), chaired by USAICS. This group further defined the project objectives.

In February, 1986 the Letter of Agreement between USAICS, ARI, DLI, D.A. MILPERCEN, the Office of the Deputy Chief of Staff for Intelligence (ODCSINT), and the Defense Manpower Data Center (DMDC) was finalized (see Appendix A). Since that time additional agencies including the Forces Command (FORSCOM), National Guard Bureau (NGB), the National Security Agency (NSA), the Soldier Support Center (SSC), and the Reserve Command (RC) have become involved in supporting the project and have contributed questions to be answered by the data collected.

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Purpose

The purpose of this project is to evaluate language skill training and change over a period of approximately four years of a soldier's career. Considered in this evaluation are numerous factors which may influence success in foreign language training, MOS training, and job performance in the field. These factors include selected personality traits, cognitive skills, cognitive styles, biographic information, motivation factors, soldier attitudes, performance evaluations, and training utilization.

The purpose of this paper, the first in a series of reports on this project, is to provide information on the research concept, the data collection procedures, the variables and the associated instruments used in the data collection. The analyses are limited to group differences based upon data collected immediately prior to the start of a soldier's language training at DLI (time-one data). This limitation is due to the lack of complete time-one data and the sparsity of data at subsequent data collection intervals.

Research Objectives

The research effort has three broadly defined objectives which support the purpose of this study. One is to determine what changes, and how much, if any, occur in foreign language proficiency following initial foreign language training at DLI. The identification of changes in language skills is also conducted on individuals who enter the Army with sufficient foreign language skills,[1] by-pass language training at DLI, and attend an AIT-MOS producing school. These individuals are hereafter identified as 'by-passes' (only those 'by-passes' with a language skill in one of the four target languages, and attend MOS training in one of the four target MOSs, are included in the project sample). This objective, determining language skill changes over time, will provide the Army and its schools a better understanding of what happens to a soldier's skills after initial training so that training activities can be better matched with job requirements.

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[1] To be considered a linguist by the Department of the Army and to by-pass a basic language course of instruction an individual must achieve a minimum foreign language skill level of 2 in listening and a 2 in reading on the DLPT III. The DLPT III is administered to new recruits who identify themselves as having a foreign language proficiency.

The second objective is to determine which factors are best able to predict the direction and extent of any changes in language proficiency. Knowing the factors which most likely affect a change to, or maintenance of, a language skill will provide unit commanders and trainers with information that will help them develop and maintain their linguists' capability.

The third objective is to determine the relationship between general language proficiency an. erformance on the job. The accomplishment of this objective will provide information on language specific skills, by MOS, required in the field so that the appropriate training can be conducted to better meet the job skills identified.

Additional research findings, based upon data expected from the instruments used in the study, will address the following points: Determining the extent measured language proficiency can be used to predict a soldier's performance in any subsequent language training (such as learning specialized military vocabulary) or maintenance training, MOS training, and in the field. Achieving this objective will assist the Military Entrance Processing Stations (MEPS) and Army schools screen soldiers according to their abilities more effectively thereby reducing training attrition rates and providing a better trained soldier to perform his/her duties in the field. The identification of job specific tasks that require a language skill. This will provide language and MOS trainers with information on type and amount of language skill required in the field; the determination of task utilization by MOS will provide trainers with information to better match school training and field requirements. Together, they will provide information useful to assignment branches in establishing language and MOS requirements in the field. Data on the availability and use of maintenance training programs and materials will provide information to make comparisons of effective or ineffective programs in the field so that the effective programs can be modeled where possible.

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RESEARCH QUESTIONS

Throughout the first year of the project various agencies have contributed questions that can be addressed within the scope of the project and the instruments that have been developed. These questions as well as the initial research questions planned for this study are provided in the following sections. Because of the resources expended in this project every reasonable effort has been made to accommodate Army interests. Each question has been reviewed in terms of its appropriateness to the scope of the project, its orderly addition to current instruments prepared but not yet fielded, and its dollar cost to the Government. Thke degree to which the aforementioned objectives and the following questions can be adequately addressed is clearly dependent upon the quality of the instruments and the associated responses. Additional research may be required to clarify initial or preliminary findings.

Initial Research Questions

A number of research questions have been developed as the basis for the data collected for this project. The questions are phrased in general terms for each of the variables for which data is collected. Subsequent LSCP reports on complete sets of data will provide findings addressing each of the variables identified in the following paragraphs and described in the Instrumentation Section of the Method Chapter.

The project focuses on the question of **what** happens to a soldier's language skills, and to a lesser extent his/her MOS skills as related to language use, after initial language training, or for 'by-passes', after DLPT testing at the MEPS. Analyses of DLPT results will provide an estimation of the amount and direction of change, if any, at the various data collection intervals. An assessment by the soldier's supervisor in the field will provide a performance measure of the soldier's MOS tasks, especially those that are language related.

A basic assumption in this project is that not all soldiers will be equally successful in learning their target language and MOS. Analyses providing evidence as to **why** some soldiers learn better than others is based upon demographic information cognitive and cognitive style measures, affective and motivational measures. Academic performance data will provide additional information as to why soldiers perform certain tasks better than others in the field.

Of equal importance to knowing why some soldiers learn language and MOS skills better than others is providing information as to why some soldiers maintain their skills better

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than others. Asking similar questions at different points in time will provide answers about behaviors which may affect the maintenance of language and MOS trained skills.

Specific Agency Questions

The following list of questions is expected to increase throughout the duration of this project. In fact, continued progress reports and briefings of findings are expected to generate new questions and a variety of statistical analyses to answer those questions. Efforts will continue to address new issues within the scope of this research effort. Several agencies have the same interests in the various findings expected from this project.

The U.S Army Forces Command (FORSCOM) has an overall interest in the use and effectiveness of maintenance/sustainment/refresher training in units (these three terms are considered synonymous for purposes of this project). This information includes the availability and use of various types of non-resident (post-DLI) training material, unit training programs, and self-help activities. Specific questions address: The lowest proficiency level at which job specific language tasks can be conducted; differences in training requirements between tactical and strategic job assignments; and the minimum number of hours of training or practice required to maintain a level 2 proficiency.[2] Other questions address characteristics of effective unit training programs, comparisons of classroom training and training in the field, the use and effectiveness of self-paced or self-instructional non-resident language training materials, and the local unit command emphasis on language maintenance.

The U.S. Army Intelligence Center and School (USAICS) wants to know what the relationship is between school training and field requirements - are soldiers working in their MOS ?

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[2] A level 2 proficiency is the language skill level DLI trains individuals up to in the basic language courses. This skill level is most simply described as 'able to satisfy routine social demands and limited work requirements' (AR 611-6, 16 October 1985). This level 2 description is applicable to each language skill measured in this project - listening, reading, and speaking. The fourth language skill, writing, is also described but not included in this project because it is not currently measured with any instrument to include the DLPT. AR 611-6 also provides a detailed description of all five skill levels. AR 350-20 is another source of information on the description and use of language skill levels.

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Are they employing the tasks trained in at AIT ? What are soldiers' opinions of the effectiveness of their AIT MOS and any other AIT training ? What recommendations do soldiers have for improving AIT training ? And what type and amount of language and language related MOS maintenance training do soldiers receive ? How effective is it, and how much does the training vary between units ?

Soldiers identified as 'by-passes' were included in this project at the request of USAICS. The addition of this type of linguist (versus DLI trained linguists) will provide a second group of linguists with a different source of language training with which to compare initial skill entry levels to AIT MOS schools and field assignments, language skill level sustainment rates, training success at AIT, and job performance at field assignments. The same testing procedures are used for both populations at AIT and in the field. Background information similar to that for the population trained at DLI is also collected. Additional information is collected on the 'by-pass' about the source of his/her language training.

Many of DLI's questions deal with issues already identified, such as maintenance training, and the availability and use of non-resident training materials. Other specific interests include: Soldiers' evaluations of how well DLI training prepared them for follow-on training at AIT and their field assignments; the amount of time soldiers spend on casual status between training cycles, and between training cycles and field assignments; the type and amount of training, if any, they received or had available during these periods of casual status; attrition rates by language and by MOS; the times at which soldiers 'attrit', are dropped, from their course of instruction; the factors that affect attrition; the language learning thresholds for the type and amount of training received; intra-learner effects on language training success; and profiles of successful language learners and the variability of these profiles across languages and MOSs. The focus on which variables best predict training success is a result of DLI's interests in language training, USAICS's interests in AIT MOS training, and the Office of the Deputy Chief of Staff for Personnel's (ODCSPER) specific interest in a comparison of the DLAB and ASVAB as predictors of language training success.

Major commands (MACOMs), such as United States Army Europe (USAREUR) also share questions of interest with the Training and Doctrine Command (TRADOC) schools (discussed under USAICS and DLI), especially in the areas of: proficiency levels at which job specific language can be introduced into a training program; the types and differences of training needs in tactical and strategic units; types and durations of maintenance training; training program structure, including the use of blocks of time with

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intervals or whether maintenance training should be continuous; if intervals are used, the optimum length of the intervals with minimum skill loss; the effect of immersion or intensive training on the maintenance of levels of proficiency; the availability, use, and effectiveness of self-paced or self-instructional materials; the amount, and level, of command emphasis on maintenance training (evaluated in part by the number of hours a unit requires a soldier to participate in maintenance training); and the factors which best predict success on the job.

The National Guard Bureau and the Reserve Component have many of the same training interests as the active Army components. In addition, the Guard has identified one of their units as having a particularly effective language training and maintenance program which it would like to profile and emulate in newly formed Combat Electronic Warfare Intelligence (CEWI) units. Maintenance training is of particular interest to the Reserves because the extended length of service of personnel and the part-time availability of the soldiers to the unit results in less opportunity to train extending the time over which skills can decay.

METHOD

Subjects

The research sample consists of Army National Guard, Army
Reserve, and Regular Army enlisted personnel. Most of the
soldiers are Regular Army ($\underline{n}$ = 1,743), with some Reservists ($\underline{n}$ =
144), and only a few from the National Guard ($\underline{n}$ = 16). Of the
1,903 soldiers who began training at DLI and received the first
administration of LSCP instruments, 429 were E-1s, 246 were E-2s,
504 were E-3s, 335 were E-4s, 299 were E-5s, 68 were E-6s, 21
were E-7s, and 1 was an E-8. Army enlisted personnel were
selected because they comprise the largest language training
investment of resources by the Army. Most of the sample is
comprised of the junior enlisted grades because most basic
language training occurs early in a soldier's initial military
enlistment, and most language training is conducted at the basic
course level. (The study continues to track those soldiers from
the research sample who go from a basic language course into an
intermediate and/or advanced language course. Data on these
soldiers is expected to provide additional information on the
effectiveness of predictors of language training success
especially the durability of predicting language training success
over time and at training levels beyond the basic course of
language instruction.)

The participants are also selected on the basis of MOS. They
must have a primary MOS of 97B, 97E, 98C, or 98G, or be scheduled
for training in one of these four MOSs. The sample of 1,903
consists of 70 soldiers who were or were scheduled to become
97Bs, 177 in the 97E MOS, 332 in the 98C MOS, and 1324 in the 98G
MOS. The MOSs were selected because (a) tracking and testing
soldiers is easier to effect when they are in the same branch of
Service, Military Intelligence, (b) they represented the Human
Intelligence (97B, 97E) and Signal Intelligence fields (98C,
98G). These four MOSs collectively use all three language skills
measured by the DLPT. Individually, the MOSs represent different
emphases among the primary language skills taught, used, and
tested in the military - listening, reading, and speaking, i.e.
97Bs tend to use speaking and listening skills, 97Es use all
three skills, 98Cs emphasize reading and listening skills, and
98Gs emphasize listening skills. The writing skill is not taught
and evaluated by DLI as are the three other skills. Therefore,
data is not collected on this language skill for this project,
and (c) the four MOSs collectively represent the largest cluster
of Army linguists.

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It should be noted that attendance at the MOS producing schools, and retention as a participant in the project, is not necessarily contingent upon the successful completion of language training at DLI. An example is a soldier scheduled to attend a non-language-dependent MOS (such as the 97B and 98C MOSs) who attrits at DLI for academic reasons and goes on to his/her scheduled MOS training. The second example is the soldier in a language-dependent MOS (97E and 98G MOSs) who attrits at DLI and attends AIT training in the 97B or 98C MOSs non-language-dependent MOSs.

Another selection criterion for soldiers participating in this project is the foreign language in which they are scheduled to receive training. The student must be scheduled to take a basic language training course (versus an intermediate or an advanced course) in either German, Korean, Spanish, or Russian. The total sample size, by language, is as follows: 303 students in Spanish, 415 in German, 395 in Korean, and 790 in Russian. Each of the four languages represents a different level of language learning difficulty for American English speakers. The Spanish is a Category I language considered the easiest category of languages to learn. German is a Category II language in terms of difficulty, Russian is in Category III, and Korean is in the most difficult language category, Category IV. (The DLI Master Schedule of Training for fiscal year [FY] 87 provides further information on the language categories.) These languages were selected over other languages in their respective categories because they have the largest number of trainees, by language, in each category.

The 'by-passes' that are being identified for inclusion in this project but not in this report (because of their recent addition to the study and therefore sparsity of data) are selected by the same criteria used for the sample just described (soldiers who received their language training at DLI). The differences between the two samples are that the 'by-passes' received their language training from a source(s) other than DLI, and none will have previously attended AIT in any of the four target MOSs prior to their language training.

Design

Data is collected over an approximately four-year period to measure the changes, if any, in language skill and to identify the factors most likely affecting the changes at each measurement point. There are a total of eight routine measurement points in time when information is collected on the participants: At the beginning of DLI training (also identified as time-one), after twelve weeks (time-two), at the end of DLI training (time-three), at the end of AIT (time-four), and at 9 (time-five), 18 (time-six), 27 (time-seven), and 36 (time-eight) month intervals in the

field. An individual's estimated time of separation (ETS) date prior to their 36 month test period will be used as their last measurement point.

A time-series research design, as described by Campbell and Stanley (1963), will be used to measure changes in language skill levels over time. As noted by Tuckman (1978), the time-series design does not control for history as well as a true experimental design. However, it does help the researcher interpret the extent to which history, influences that occur between testing events, creates additional effects not otherwise controlled and is, therefore, more adequate than alternative single-group designs.

Causal modelling (or path analysis) will be used to identify the variables that most likely affect the changes in language skill levels. A co-relational design is an ex post facto approach used to measure the relationship among the variables that have naturally occurred rather than trying to control the various effects between applications of the criterion measure (the administration of the DLPT at the various time intervals). Because the treatment is included by selection rather than manipulation it is not always possible to assume a causal relationship between variables. Though not always necessary in a co-relational design, correlational analysis of the data will be used for both establishing the relationship among variables as well as comparing the predictor variables with the criterion measure. If the correlations show no relationships then no further analyses are required. If a relationship is indicated then further research can be designed to employ a treatment under experimental control.

Instrumentation

There are a variety of survey instruments, measurement instruments, and historical records used in the data collection process during the four year span of this project. Each instrument is designed to collect certain data at specific times during a soldier's language and MOS training and during his/her field assignment. The information being collected includes demographic data (which includes biographical information as a sub-category), cognitive data (which includes cognitive style characteristics), and measures of affective traits (comprised of attitude and motivation factors) that have been found to have a potential, if not actual, effect on an individual's success in learning a foreign language. Findings from the analyses of these data may justify their use by the Army as part of the screening process to match soldiers' aptitudes with training and field requirements. A more effective screening process could have the immediate effect of reducing attrition. (Attrition rates reported in DLI's Annual Program Review dated 24 March 1987 for FY86 averaged between 15-20%. These figures are further supported by

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the preliminary attrition findings of the target population of LSCP project [21.4%] and discussed in the chapter titled 'Preliminary Analyses' of this report.) The data collected during training may be found useful by trainers in monitoring student progress and providing assistance as may be necessary to successfully complete a course of study. Data collected in the field is expected to provide unit commanders with information that will help maintain their soldier's MOS skills, and language skills in the case where a soldier is in a language independent MOS (97E and 98C).

Data is also collected on the MOS and language skills used on the job with a Language Use Questionnaire- Field (see Appendix B) filled out by the soldier, and with a Language Use Questionnaire- Supervisor (see Appendix C) filled out by the soldier's immediate supervisor. These instruments focus on the MOS tasks from the Soldier's Manual for each of the four MOSs. The soldier is asked to list the amount of time spent on each task and what, if any, language skills are used. The supervisor is asked to rate the soldier on a matched list of tasks. Other questions deal with maintenance training and effectiveness of AIT training in meeting job requirements.

A series of repeated measures of language proficiency - the listening, reading, and speaking tests of the Defense Language Proficiency Test (DLPT) - are administered at various times during the four year period. These are administered at the completion of DLI training or at the MEPS for the 'bypasses', at the end of AIT, and at nine- month increments in the field. The first administration is the criterion against which the subsequent measures of language skills are compared. These comparisons will provide measures of change over time in language skills. A limited amount of academic performance data will be collected from the language and MOS schools to identify attrition patterns as well as to identify variables that may affect more specific performance measures than acquired by the DLPT.

The inclusion of the broad range of variables on which data is collected for this project is based upon research identifying variables that have been found to facilitate learning. Dansereau (1978), Rubin (1981), and Gagne and Dick (1982), and Bush (unpublished manuscript) provide further readings on factors influencing learning. A review of the literature supporting the collection of data on a variety of factors is provided in the following paragraphs.

Biographical Data. Several biographical (or background) variables have been identified for collection for the purposes of determining their effect on performance outcomes and, if they have an effect, whether or not the effect can be consistently predicted. These variables include age, gender, education level, native language, ethnic origin prior language experience, prior

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language proficiency, handedness, and language choice. They are obtained from a Language Background Questionnaire (see Appendix D). This instrument is administered at the beginning of language training or, in the case of "by-passes", when they arrive at their AIT-MOS school. Other demographic data not identified in this report may be identified, found useful, and retrieved for the purposes of this project.

Mutter (unpublished manuscript) and Oxford (1987) have been an excellent source of background information for many of the variables identified for data collection in the LSCP effort. Genesee's work (1978, 1980) discusses the potential effect of age on learning a foreign language. He has summarized research arguing both for and against the effect of age on language learning ability.

Maccoby and Jacklin (1974) reviewed numerous studies on learning differences by gender. Their findings indicate that females tend to learn languages better than males because of their greater social orientation which often leads to higher frequencies of practice with the language which, in turn, is a reinforcer of training.

Education level, prior language experience, and prior language proficiency are three pieces of historical information gathered from the Language Background Questionnaire (LBQ). This instrument is administered at the beginning of DLI instruction. A modified form of the LBQ is administered to "by-passes" at the beginning of their AIT-MOS training. Study skills may be improved with higher levels of education. Prior language experience and depth of knowledge in a language may either help, have no effect, or interfere with current target language training, depending on the comparability between languages such as the similarity between alphabets of Romance languages may help a person familiar with French learn Spanish.

An individual's native language, also collected from the Language Background Questionnaire, and their ethnic origin, available from the DMDC, are two pieces of information which may also affect second language learning for the same reason cited for prior language experience. If a soldier's native language is similar to their target language for training then they may be more successful in their language training. This relationship may also exist for the similarity between ethnic origin and the language targeted for training.

Information on the handedness of an individual is collected because some research indicates that whether a person is left-handed, right-handed, or ambidextrous influences his/her success in learning various types of material, i.e. left and right-handed people may not learn a given set of materials equally well (Begley, Springen, Katz, Hager, & Jones, 1986). Begley et al.

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(1986) provide a detailed discussion of the relationships among handedness, brain functions, and learning abilities.

The biographical data collected on 'by-passes' is similar to those collected on the rest of the target population with two difference. The first difference is found in the Language Background Questionnaire 'By-passes' which does not include questions about DLI training but does ask about the source of their language training. (Appendix E provides a sample of the background questionnaire for 'by-passes'.) The second difference is that the DLAB is generally not taken by 'by-passes' and, therefore, is not available.

Cognitive Measures. The cognitive (knowledge) measures include the Defense Language Aptitude Battery (DLAB), raw scores and composite scores on the Armed Services Vocational Aptitude Battery (ASVAB), the Group Embedded Figures Test, the Flanagan Industrial Tests for Expression and Memory, and the Watson-Glaser Critical Thinking test. The cognitive style (how knowledge is acquired) measures include the Eysenck Personality Inventory, MAT-50, California Personality Inventory, and the Strategy Inventory for Language Learning. These measures have been identified as potentially affecting an individual's success in learning a foreign language and may, therefore, be useful in predicting training and job performance. Copies of these instruments are not provided in the appendix to avoid possible copyright infringements and the potential compromise of the instruments.

The DLAB and ASVAB instruments are generally administered at the military entrance processing station (MEPS) during their in-processing to the Army and prior to attendance at an AIT school. The scores are obtained from military personnel files and historical records maintained at the Defense Manpower Data Center (DMDC).

Because of the overall attrition rates at DLI (15-20%) data are collected on the DLAB and ASVAB scores for comparison as effective predictors of language training success. Their effectiveness as predictors of success will also be compared with findings from similar analyses of the cognitive and affective variables discussed in this and following sections.

The DLAB is the primary measure used to qualify a soldier for attendance in a language training course at DLI (a hearing test is also used by the services to aid in selection of personnel for language training. Data is not collected on this test for the purposes of the LSCP. Further reading on language selection criteria is available in AR 350-20, 15 July 1978). However, a 6 May 1986 DLI-SF (Defense Language Institute - San Francisco branch) memorandum concluded that the current DLAB cutoff scores had little impact on a soldier's training success. Therefore,

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many of the measures used in this project, to include the DLAB, will be compared with DLPT scores. These comparisons will be made as part of the project's effort to determine which, if any, have high positive correlations with the DLPT, i.e., most likely predict language training success. None of the measures, with the exception of the DLAB, have been previously compared with DLI language training success. Background on the development of the DLAB is available in a report by Peterson and Al-Haik (1976).

The DLAB, and ASVAB, test batteries are administered to soldiers prior to attendance at DLI and, in the case of 'by-passes', the ASVAB is taken prior to attendance at AIT. (The DLAB is generally not taken by the 'by-passes' because they are certifying their current language skills rather than qualifying to take a course of language training). Army Regulation (AR) 611-6, 16 October 1985, describes the Army linguist management including Army linguist requirements and procedures for identifying, testing, reporting, evaluating, training, and assigning Army linguist personnel.

A minimum score of 100 on the Skilled Technical (ST) aptitude area of the ASVAB is required to take the DLAB. (The ST score is comprised of a General Science [GS], Mathematics Knowledge [MK], Mechanical Comprehension [MC], and a Sum of Word Knowledge [WK] and Paragraph Comprehension [PC] scores identified as Verbal Expression [VE].) The minimum ST score requirement to take the DLAB is the same score used to satisfy one of the requirements for acceptance into most of the MOS training programs that require foreign language skills. If an already available ASVAB score is a better predictor of language training success than the DLAB (which is only used for screening linguist applicants), then it may not be necessary for the Army to continue its use of the DLAB.

Currently, a minimum DLAB score of 89 is required to qualify soldiers for language training at DLI except for Category I languages which are considered the easiest to learn and require a minimum DLAB score of 85 for enrollment. DLAB cutoff scores for the target languages in this project are as follows: Spanish (85), German (90), Russian (95), and Korean (100). (Army needs may provide exceptions to the minimum cutoff score requirement.) Language categories are listed and defined in DLIFLC General Catalog 1986 and AR 611-6.

The Group Embedded Figures Test (GEFT) is a perceptual test. Scores reflect a person's ability to perceptually 'disembed' figures, i.e. to locate and trace geometric patterns within a larger geometric context. Previous research has found that this measure of perceptual functioning translates into the ability to keep things separate n experience, which is the construct of field-dependence-inde endence (Witkin, 1950). An individual's competency at perceptual 'disembedding' has been closely

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associated with competence at 'disembedding' in non-perceptual problem-solving tasks such as found with language translations (Witkin, Dyk, Faterson, Goodenough and Karp, 1962; Witkin, Lewis, Hertzman, Machover, Meissner, and Wapner, 1954). Furthermore, research by Witkin and Goodenough (1977) suggests that the greater the attribute of field-independence, the greater the ability to differentiate in other areas and the better one can organize information. This attribute of differentiation is used to determine the relationship, if any, a person's field-dependence-independence has on their success in a foreign language training program, in their AIT-MOS training, and in their job performance in the field. From these findings, an evaluation will be made as to the effectiveness of the GEFT as a predictor of success in various training and field environments. Further readings on field-dependence-independence may be found in Goodenough and Karp (1961), and DeFazio (1973).

The Flanagan Industrial Tests for Memory and Expression are two cognitive measures that give an index of a person's memory ability, and their knowledge of English grammar (grammatical usage and sentence structure). They are considered general types of ability tests. The test for memory measures a person's ability to learn and to recall a term associated with an unfamiliar one. Atkinson (1975) found that this memory test employed a cuing technique to recognize a word's meaning which was a learning strategy leading to better retention of the meaning of foreign words than the use of rote retention. Levin, McCormick, Miller, Berry, and Pressley (1982) also found that this cuing technique was more effective than trying to determine the meaning of a word in the context of known words within a sentence. The test for expression measures a person's feeling for and knowledge of correct English, and a person's ability to convey ideas in writing and talking. Shaycoft (1967) and Findley (1963) are among researchers who have found these factors to affect learning success. In addition, research by Thorndike and Hayes-Roth (1979) has established a positive relationship between these factors of expression and memory.

The Watson-Glaser Critical Thinking Appraisal, Form A, is used to obtain measures of some of the attitudes, knowledge, and abilities involved in critical thinking. The authors (Watson and Glaser) identified these measures as attitudes of inquiry involving an ability to identify problems and a need for evidence to support what may be true; the knowledge of valid inferences, abstractions, and generalizations which requires a logical evaluation of various evidence; and the association with the employment and application of the aforementioned attitudes and knowledge. Shipman and Shipman (1985) have found that critical thinking is an important aspect of overall aptitude. Therefore the analysis of the data collected on this cognitive measure may also help determine its effectiveness as a predictor of training success and job performance.

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Form A of the Eysenck Personality Inventory (EPI) provides a measure of extraversion-introversion, neuroticism-stability, and a 'Lie' score. For the purposes of this study only data on the extraversion-introversion trait will be analyzed and discussed. The neuroticism and 'Lie' scores are only analyzed to see if there is a significant difference among groups because, if so, the differences would most likely affect differences on other measures and require additional analyses. The extraversion-introversion trait was selected because research has found that success in learning a foreign language is affected by extraversion (Naiman, Frohlich, & Todesco, 1975). One theory behind this relationship is that an extravert may be more likely to seek social situations to use his/her skills than would a more introverted person. Naiman, Frolich, and Todesco (1975) found that this behavior also characterized field-dependent individuals which is a trait more directly measured by the Group Embedded Figures Test discussed in the following paragraph. This practice would seem to enhance the acquisition of speaking and listening skills. The instrument itself uses twenty-four questions for attaining an extraversion-introversion score. An additional nine questions are used to detect attempts to falsify responses. These nine questions comprise the 'lie' scale. A 'lie' score of 4 or 5 is considered by the developer of the instrument to be the point at which the scores of the two other scales should be regarded with skepticism.

The MAT-50 is a measure of an individual's tolerance of ambiguity. It is one of the four instruments (the others are the Eysenck Personality Inventory, Group Embedded Figures Test, and the California Personality Inventory) which are expected to provide information on the field-dependence/independence aspects relevant to second language acquisition and loss. Witkin and Goodenough (1977) found that field-independent individuals were more tolerant of ambiguity which was found to be an asset in learning a second language as noted by Naiman et al. (1975) and Reiss (1983). Because learning a second language can be an ambiguous endeavor, an individual's ability to effectively handle ambiguity may predict their success in learning a second language. It is not unreasonable to expect higher correlations, stronger relationships, with the listening and reading skills than speaking skills because of the greater context available from which to understand what is being said or read than to generate meaning by speaking. Further correlational analyses conducted between instruments may find field-dependent individuals in this project's target population to be more empathic and extraverted because of the difference in interpersonal skills, such as their tolerance of ambiguity.

The California Personality Inventory (CPI) is used in this study as a measure of empathy. Findings from Hogan (1969) and Naiman et al. (1975) suggest that an individual's ability to

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understand a native speaker's attitudes and values may help an individual learn a second language. They also conclude that this is a characteristic of field dependent individuals. Research by Guiora, Brannon, and Dull (1971) further suggests that empathy, the act of extending one's self to take on a new identity with predictive accuracy (Stotland, 1969), is an important factor in second language learning. Their study of DLI students found high correlations between empathy measures and authenticity of pronunciation.

A Strategy Inventory for Language Learning (SILL) is used to determine what learning strategies are useful for learning a second language. Based upon the research of Oxford (1986), the SILL was developed for this study to obtain a list of learning strategies that may be used to enhance an individual's success in learning a foreign language. Oxford (1986) provides two reasons for the importance of understanding more about learning strategies. One is that studies indicate that learning strategies can be improved or modified (Dansereau, 1978; O'Malley, Russo, & Chamot, 1983; Weinstein, Schulte, & Cascallar, 1984). Two is that the use of learning strategies varies between successful and unsuccessful learning learners (Rubin, 1975; Rubin & Thompson, 1982; Reiss, 1983).

There are two versions of the SILL - a long version and a short version. The long version includes questions about classroom learning strategies and is administered at DLI and AIT (see Appendix F). The short version, which has no questions about classroom learning strategies, is administered to students in the field at nine-month intervals (see Appendix G). The most obvious application of a list of useful learning strategies is for providing help to students currently enrolled in a foreign language training program. Because the SILL is administered in the field, a further application could be for the maintenance of foreign language skills.

The SILL (long version) is the only cognitive or cognitive style measure administered to the 'by-passes'. The SILL is administered because of the potential value of comparing the strategies 'by-passes' use during the limited language training and/or maintenance training they may receive at an AIT school or in the field with the DLI trained population. The other cognitive measures are not administered to 'by-passes' because they are analyzed for their utility as predictors of training success so that decisions may be made concerning their use as screening instruments for various training programs. However, in the case of 'by-passes', a soldier has brought language skills with him/her into the Army thereby eliminating a foreign language screening requirement other than the DLPT, which is used to certify their skill level.

The use of these cognitive measures along with the data

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collected on language maintenance training and off-duty language study activities (data collected using the Language Use Questionnaires for AIT and the field, Appendices O and B respectively) are intended for use in the identification and explanation of the relationship between cognitive style and the acquired, maintained, and/or loss of language proficiency. The data collected on the MOS will be primarily concerned with field utilization. Tasks with a potential language application will be more closely compared, these will generally not include common soldier tasks.

Attitudinal/Motivational Measures. Extensive research has supported the relationship between attitude and motivation, and learning a second language (Smythe, Stennett, and Feenstra, 1972; Clement, Major, Gardner, and Smythe, 1977; Gardner, Clement, Smythe, and Smythe, 1979; Gagne and Dick, 1982; Gliksman, Smythe, and Gardner, 1982; Gardner, Lalonde, and Pierson, 1983). The importance of this relationship resulted in the decision by ARI and DLI to adapt thirteen scales considered relevant to language in the Army for use in the study. The scales are measures of the following: an integrative orientation which deals with an a person's interest in taking a foreign language to learn about the social and cultural aspects of the people; an occupational orientation concerned with an individual's motivation toward their target language for potential job benefits; educational, and Machiavellian orientation toward the target language which deals with taking a foreign language for purposes of gaining power or control; interest in foreign languages; class anxiety; language use anxiety; motivational intensity; attitudes toward learning the target language; attitudes toward the course as a whole. Student attitudes about the learning situation are measured by two scales: Attitudes toward the course materials; and attitudes toward the instructor(s).

The use of these scales vary according to the time in a soldier's training that the instrument is administered, i.e. Form A is administered prior to the start of language training, Form B after approximately twelve weeks, Form C within two weeks of graduation, Form E within two weeks of graduation at AIT, and Form D is administered as soon as possible after a soldier attrits from either DLI or AIT MOS training. The essential differences between the Forms are that Form A has scales that deal with attitudes about the target language before an individual starts class (see Appendix H), Form B deals with these same attitudes plus attitudes about the instruction received after twelve weeks (see Appendix I), Forms C and D have the same scales as Forms A and B combined and solicit attitudes at graduation for comparison with attitudes at the beginning and twelfth week of training (see Appendix J for a copy of Form C, Form D begins with question 25. The first twenty-four questions of Form C are deleted from Form D because they deal with future expectations no longer applicable for the 'attritees' that

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complete Form D). Form E uses the same scales as Form A with the addition of the language use anxiety scale (see Appendix K). (A list of the items comprising each of the scales cross-referenced with the instruments/forms is provided in Appendix L).

The Personal Outlook Inventory (POI) is designed to acquire a measure of an individual's self-confidence. The instrument was developed by Hiller (1974a) and based upon his findings that self-confidence is important for learning (1974b). Hiller's research found retention differences between groups with high and low confidence. Hiller's explanation of the differences was that students lacking confidence are more likely to give up on tasks they find difficult. The additional effort of more confident students enhances retention. Therefore the POI is used in this study to determine its usefulness as a discriminator between successful and unsuccessful language learners. If found to show high correlations between self-confidence and language learning then it may serve as a screening or counseling tool for language training candidates and personnel currently enrolled in a training program. (See Appendix M for a copy of the POI.)

An additional motivation factor used is language choice of the student, i.e. whether the language they are scheduled to take at DLI was their first, second, or third choice. It is collected from DLI student records. Politzer (1987) found that career choice was important factor in some aspects of language learning - academic performance and use of the language. In the military, becoming a linguist is a career choice, at least for a soldier's current enlistment. Furthermore, Oxford, Nyikos, and Crookall (1987) found that if a person is taking a language that s/he did not prefer then they may be less motivated to perform well. Therefore, the question of language choice has been included in the project. The source of this information is a student record card filled out upon arrival at DLI.

Only attitude/motivation scales (Form E) are administered to 'by-passes' for essentially the same reasons that the SILL is the only cognitive measure used. The Form E is a modified version of Forms A,B,C, and D, and is tailored to the applicable language instruction at AIT. The POI will be evaluated as a predictor of language training success which has little application to the 'by-pass' coming into the Army with adequate language skills as measured by the DLPT.

Criterion Measure. The criterion measure, the Defense Language Proficiency Test III (DLPT III), provides listening, reading, and speaking skill levels for each participant. (Language skill levels as described by AR 611-6 have a range of level 0 which is no proficiency to level 5 which is functionally native proficiency. However, the DLPT III only measures up to and including skill level three, described as general professional proficiency. Evaluations skill levels from 3+ [general

professional proficiency, plus] through 5 [functional native proficiency] are done with oral interviews, this applies to all three language skills - listening, reading, and speaking.) Alternate versions are administered at various times during the project to assess changes in each of the three skills. The first administration of the DLPT III is given within two weeks of graduation from DLI training. The first administration used for the "by-passes" is the DLPT III administration qualifying them to go directly to an AIT school. This is usually conducted at their Military Entrance Processing Station (MEPS). These initial DLPT administrations are the baseline scores that subsequent administrations are compared with to determine changes in skill levels over the next 3-4 years of a soldier's military career. (The DLPT III listening test uses a tape and answer sheet, the reading test is paper and pencil, and the speaking test at DLI is an oral interview while soldiers not physically located at DLI record their responses to taped questions and send them to DLI for scoring.)

Additional criteria measures - academic performance data from the language and MOS schools - will be analyzed with the predictor variables. This will be done to see which, if any, variables can predict performance early enough in training so that some form of training intervention can be applied to maximize training effectiveness and minimize attrition. Comparisons and interventions may be particularly useful for MOS training which trains specific job tasks by MOS.

Another measure used both as a predictor and criterion measure is found in the Language Use Questionnaire - Supervisor (see Appendix C). This instrument is used by a soldier's supervisor to rate the soldier's performance on several tasks the soldier may use in his/her job. Common soldier tasks, such as first aid and weapons qualification, are not listed. Most of the tasks potentially use language skills according to the MOS schools involved in this project.

Procedure

The measurement of the nature and direction of change of soldiers' language skills is conducted over a period of approximately four years. Data are collected in both training and field environments.

Soldiers are identified for addition to the study during in-processing at DLI. If a soldier is scheduled to receive training in either German, Korean, Russian, or Spanish, and if s/he currently holds, or is scheduled to receive training in one of the target Military Intelligence MOSs, 97B, 97E, 98C, or 98G, s/he will be given several survey instruments requiring approximately four hours to complete. This block of time is divided into three test sessions with an approximately twenty-

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minute break between each session. The tests are administered in the morning of the first day of class, also identified as the 'time one' test administration. Students never miss class during the initial and subsequent test sessions so that there is less concern about participating in the research at the cost of missing any language instruction. Table 1 provides an overview of the instruments administered at various points in time over the four years of data collection.

Table 1

Scheduled Administrations of Instruments

Initial Administration at DLI
    Language Background Questionnaire
    (Attitude/Motivation) Form A
    California Personality Inventory
    MAT-50
    Group Embedded Figures Test
    Flanagan Industrial Test (Memory)
    Flanagan Industrial Test (Expression)
    Eysenck Personality Inventory
    Personal Outlook Inventory
    Watson-Glaser Critical Thinking Appraisal

Week 12 of Training at DLI
    Strategy Inventory for Language Learning (Long)
    (Attitude/Motivation) Form B

End-of-Course at DLI
    Strategy Inventory for Language Learning (Long)
    (Attitude/Motivation) Form C
    Defense Language Proficiency Test III (DLPT III)

Upon Arrival at AIT (only for by-passes)
    Language Background Questionnaire 'By-passes'

End-of-Course at AIT
    Strategy Inventory for Language Learning (Long)
    Language Use Questionnaire
    DLPT III

At 9 Month Intervals in the Field
    Strategy Inventory for Language Learning (Short)
    Language Use Questionnaire - Field
    DLPT III
    Language Use Questionnaire - Supervisor

At the beginning of the initial test session the background, purpose, current and future testing requirements, and test

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administration procedures are explained to the students (see Appendix N for a sample set of administrative instructions). They are told that only the ARI research community will have access to their individual data, and that anyone associated with their chain of command will only have information about groups of the LSCP sample such as 97Bs or German linguists. Four instruments and a privacy act statement (see Appendix N) are given to the students during the first session. The four instruments are the Language Background Questionnaire (Appendix D), a Gardner-Lambert (Form A) attitude/motivation questionnaire (Appendix H) which is designed to assess a students' opinions about their target language before their training begins, the California Psychological Inventory, and the MAT-50.

The second session has three timed tests and one test not timed. The first timed test is The Group Embedded Figures Test. It has 25 embedded figures which are to be located and traced in twenty minutes. Instructions, as with each of the timed tests, are read aloud while the participant is asked to read along silently in the instrument. The second test administered is the Flanagan Industrial Test-Memory. It is a five minute timed test. The third instrument is the Flanagan Industrial Test-Expression, also a five minute timed test. The final instrument of the second session is the Eysenck Personality Inventory. This test is not timed and the participants are encouraged to answer all questions. The instrument takes approximately ten minutes to complete.

The third session has two tests. They are not timed. The first is the Personal Outlook Inventory (Appendix M) which takes approximately 3-5 minutes to complete. The second instrument administered is the Watson-Glaser Critical Thinking Appraisal. Though this instrument is not timed, participants are told that it should take approximately forty minutes to complete, and are encouraged to complete the instrument.

If a student, who meets the participant requirements by language and by MOS, misses the first administration, h/she will be administered the missed portion as soon as possible within that week.

During the twelfth week of class, after students have some experience with their language training, they are given a second administration of Gardner-Lambert measures of attitude and motivation. However, the instrument (Form B, Appendix I) deals with the language training the student is receiving rather than attitudes about the language itself as gathered from the Form A administered prior to the beginning of training. Also administered at this time is long version of the student inventory of learning strategies (Strategy Inventory for Language Learning, see Appendix F) which is used to identify the learning strategies students are currently using with their target

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language.

Within the last two weeks prior to graduation from their language training, students are re-administered the SILL for comparison of learning strategies used at week twelve. The attitude/motivation instrument (Form C, see Appendix J), is also used as an assessment of changes in attitudes between this end of course measurement and the attitudes found on Form B, administered during the twelfth week. Over the period of two weeks prior to graduation participants are also administered the Defense Language Proficiency Test (DLPT).

If a student academically attrits from his/her course of instruction at DLI or from their MOS training, he/she is given the same attitude/motivation, Form D (Form C minus the first 24 questions, see Appendix J) and student inventory of learning strategies (SILL, long version) the student would have received within the two weeks prior to graduation. Though there is the possibility of encountering generally negative attitudes from ˙attritees˙, it is as useful to determine relationships between attitudes, learning strategies, and unsuccessful performance as it useful to determine the same relationships with successful performance.

After students complete their basic language training course they may be placed in an intermediate, advanced, or Le Fox program for additional language training. (Other situations includes placement in formal or informal language maintenance programs, and/or placement on ˙casual˙ status without maintenance training, and/or direct assignment to another AIT school or field assignment (most of the participants go directly to an AIT-MOS producing school, with leave taken en route). If they take an intermediate, advanced, or Le Fox course (Le Fox is the German and Russian equivalent of the Spanish and Korean advanced courses) the student <u>will</u> take a DLPT. If they attend a formal language maintenance training program, they <u>may</u> be administered an alternate version of the DLPT at the completion of their maintenance training. Regardless of the circumstances, all DLPT results will be added to the LSCP database to account for the effect of practice on subsequent outcomes. The primary reason for accounting for the type and duration of the post-basic course activity or activities is to describe their effect(s) on language skills.

After assignment at DLI soldiers are either sent to AIT-MOS training or directly to a field assignment. A larger percentage attend AIT-MOS training prior to their assignment. In only a few instances will a soldier be sent to a non-AIT MOS producing school after language training and prior to AIT MOS training.

Upon arrival at AIT a soldier's time is accounted for in terms of his/her casual status prior to the start of their course

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of instruction. The time elapsed and any language training or practice by the student is collected by the Language Use Questionnaire (see Appendix O). This casual status, time between arrival at AIT and the start of class, is considered a factor which may accelerate language skill decay. Within the last two week of AIT a soldier is re-administered the same student inventory of learning strategies taken at DLI. They are also administered a Language Use Questionnaire - AIT to essentially identify a soldier's use of their foreign language skills after the completion of foreign language training at DLI (see Appendix O). The study population is also administered an alternate form of the DLPT III they took at the completion of their DLI training. AIT "attritees" are administered the same instruments as given the DLI "attritees", the Form D and the SILL.

The data collection procedures and instruments discussed in the preceding paragraph are also applied to "bypasses" with one exception. "Bypasses" are administered a Language Background Questionnaire which collects demographic information, especially information on how their language skills were acquired.

After AIT, soldiers are generally assigned directly to field units or, in some cases, they will be sent on temporary duty for additional training en route to their field assignments. Every reasonable attempt is made to identify the type and duration of temporary duty en route to the field so that a determination can be made of its potential impact on the various performance measures used in the project.

In the field, soldiers are scheduled for administration of LSCP instruments every nine months. Due to the variability of mission requirements affecting a soldier's availability, the administration may be given within one month of the scheduled time. There are four instruments used in the field. One is the Language Use Questionnaire - Field (see Appendix B) which is the same as the one given at AIT except that questions about the effectiveness of DLI and AIT training have been added to the field version. The later field versions, administered at 18, 27, and 36 month intervals, are without questions 14-17 which are only applicable to the initial field assignment after AIT training. A second is an abbreviated or short version of the SILL used at DLI and AIT (Appendix G), the short version eliminates questions about classroom learning strategies. The third instrument is an alternate version of the DLPT III. The fourth is a Language Use Questionnaire - Supervisor (Appendix C) which asks the study participant's immediate supervisor to rate a his/her language and MOS performance overall and his/her language utilization by MOS task. No additional instruments are provided to "attritees" from the field as are provided to "attritees" from DLI and AIT (Form D and Sill) because many "attritees" will have left the Army or have been transferred by the time notification could be received and the appropriate instruments forwarded.

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Attrition in the field is expected when a soldier's primary MOS changes to a MOS not in the study, or s/he leaves the Army prior to the completion of the current term of service.

PRELIMINARY FINDINGS

The initial data collection phase, start of language training at DLI, was completed in August, 1987. Of the 1,903 participants who started in the study, 1,515 have completed the second phase (week 12 of training at DLI), 980 have completed training at DLI, 407 have attrited from training at DLI, 516 are still in training at DLI. Of the 980 DLI graduates, 591 are AIT, and 389 are in the field.

Attrition Rates

Attrition is the loss of an individual from this project. The attritees discussed in this section are those individuals that were academically or administratively dropped from the language in which they began training at DLI. When they attrit at DLI or AIT they receive a SILL (Appendix F), and a FORM D (Appendix J) at DLI (FORM E [Appendix K] at AIT). No additional data will be collected on individuals who attrit in the field. Of the 407 attritees thru September 1987, 35 were considered for re-training in a non-study language. Because of the tendency for individuals who fail in one language to be unsuccessful in another, these 35 are included in the overall attrition figures. Attrition rates by language are not affected since the 35 individuals did attrit from their language. (Of the 113 soldiers who have been re-cycled in their language, 34 have attrited, 46 graduated, and 33 are still in class.) Attrition may occur any time after an individual has taken the time-one tests. There are two categories of attrition. One is academic attrition and occurs when a soldier has failed to meet the academic standards prescribed by the language or MOS school. The other category of attrition is administrative attrition. This category essentially covers every non-academic reason for attrition. Reasons for administrative attrition from the project may include loss of security clearance, reclassification to a non-target MOS, and military discharge.

Of the total 1,903 students tested at time-one, 21.4% have thus far attrited for either academic (324, 17%) or administrative (83, 4.4%) reasons while 595 of the 1,903 students are still in class. Of the 324 academic attritees, 212 (65.4%) attrited between the start of training and the 12th week while 40 of the 83 (47.1%) administrative attritees attrited between the start of training and their 12th week of training. If the attrition rates remain consistent then approximately 127 of the remaining 595 students in class are expected to attrit before the completion of their training for an overall attrition rate at DLI of approximately 28%.

Table 2 provides a breakdown of 'attritees' by language and by MOS. It displays the number of 'attritees' over the number of students in the group.

Table 2

Attrition Rates by Language and by MOS (Feb. 86 - Sep. 87)

MOS	LANGUAGE				TOTAL %
	German	Spanish	Korean	Russian	
97B	1/26	1/8	4/13	5/23	= 15.7%
97E	9/45	5/27	6/26	14/79	= 18.6%
98C	10/58	11/61	13/78	33/134	= 20.2%
98G	35/286	46/207	63/278	153/554	= 22.4%
TOTALS	14.7%	20.8%	21.5%	25.9%	= 21.4%

The attrition rates among MOS groups are not significantly different, nor is there a significant difference between the HUMINT MOSs (97B and 97E) and the SIGINT MOSs (98C and 98G).

However, there were significant differences among languages, some of which were unexpected. The German student attition rate was lower than the rate for Spanish (z = -2.676, $p < .004$), and Korean (z = -3.084, $p < .002$), and Russian (z = -5.054, $p < .001$). The unexpected result from this comparison is the lower attrition rate for German as compared to Spanish because German is more difficult to learn than Spanish and would therefore be expected to have a higher attrition rate. The Spanish attrition rate was significantly lower than the Russian attrition rate, z = -1.771, $p < .039$, but was not significantly different than the Korean attrition rate. The similarity between the Spanish and Korean attrition rates is surprising because the Korean language is considered three levels of learning difficulty higher than the Spanish language. The Russian attrition rates were significantly higher than the Korean rates, z = -1.679, $p < .047$. Again, this is unexpected because the Korean language is considered a more difficult language to learn than the Russian language. A factor which makes these findings even more surprising is that students are enrolled in a language according to their DLAB score. Each of the target languages requires a minimum DLAB score according to

their level of difficulty. The minimum score for Spanish is 85, German is 90, Russian is 95, and Korean is 100.

Additional hypothese testing was conducted on MOS and language groups using only _academic_ attrition figures. There were no differences among MOSs except between the 98C and 98G MOSs, $z = -1.736$, $p<.042$. The academic attrition rate for 98Cs was significantly lower than that of the 98Gs. There were no differences between the HUMINT MOSs (97B and 97E) and the SIGINT MOSs (98C and 98G). The similarity among groups is the same as found using overall attrition rates except for the difference between 98Cs and 98Gs.

Using only academic attrition data, the German group still had a significantly lower attrition rate than the Spanish ($z = -2.294$, $p<.011$), Korean ($z = -2.886$, $p<.002$), and Russian ($z = -4.333$, $p<.001$) groups. The attrition rates for the Spanish group were similar to those for the Korean and Russian groups. With overall attrition rates, the Spanish group was the same as the Korean but lower than the Russian group. And the Korean group was lower than the Russian group but is the same using only academic attrition rates. The differences between findings from overall and academic-only attrition rates may be a result of the differences of administrative attrition rates which were higher for the 98G and Russian groups and comparable for the Spanish and Korean groups.

Though the Army attempts to place the more capable soldiers in the more difficult languages to enhance success these attrition rates suggest that there are other factors affecting attrition. The identification of these factors is one of the objectives of the project.

The importance of the attrition data provided in the table and discussed is (a) to indicate the value of this study in providing information to help reduce the loss of resources that occur from attrition, (b) to help project the sample size required for data collection across all testing events, (c) to identify the need to isolate the less obvious variables that impact upon language training success, (d) to provide a first step in developing language training attrition and success profiles, and (e) to further identify and test hypotheses from initial findings, particularly for unexpected results as noted by the differences among attrition rates.

DISCUSSION

The value of this report is the provision of a description of the scope, objectives, variables, and procedures involved in this language skill change project. The major problem in a project of this scope and duration is the constant coordination required at the various testing sites - DLI (Monterey and San Francisco sites), the AIT schools (FT. Huachuca and Goodfellow A.F.B.), and in the field worldwide. The coordination is required because testing rooms change, test administrators change, participants are not always available at scheduled testing times, there is no consistency in the availability of DLPT III and its alternate versions in the field, and policies change which effect the test administrations. An example of a policy change which has an impact on the LSCP is the advent of proficiency pay which requires annual DLPT testing. The end of AIT and nine month testing intervals in the field using the DLPT now add an additional burden to TCOs and may provide a advantage to LSCP participants because of increased testing opportunities. As a result of these potential or real effects, the LSCP testing requirements may be changed to only annually after the completion of training at DLI (or a year after the DLPT is taken at the MEPS by the 'by-passes'. Additionally, the effect of proficiency pay may cause soldiers to perform better than soldiers who took the DLPT before the recent advent of proficiency pay.

Beyond the daily coordination required to maintain the data collection system of the study, the other ingredient currently identified is the resubmission of testing schedules and administrative instructions at quarterly intervals. This is necessary because exceptional testing as required by this study is simply not the psrt of school or unit's primary mission, commanders cannot be expected to stay establish and maintain the LSCP testing procedures which only effect a small number of their soldiers and which do not have an immediate or near future impact on their unit.

The attrition rates represent a description of a problem in terms of both the high rates by language and by MOS and the unexpected differences between language groups. The high attrition rates in the early stages of training seem to indicate a need for more effective screening of soldiers prior to their assignment to language training, or more effective training methods. However, this report does not attempt to suggest reasons for either. The attrition rates put a premium on tracking and testing the remaining study population at AIT and in the field where the administrative procedures are more difficult to control.

Conclusion

Rates of participant attrition from the study are expected to increase as students move through their training environments and to their field assignments. Similarly, missing data may become a greater problem because of the requirements for field units to conduct exceptional testing (testing events not normally conducted according to a unit's standard operating procedures (SOP) without additional resources as has been available at the language and MOS schools). In addition, because of the effect of worldwide assignments, it will be much more difficult to timely identify and fix a problem regarding data collection procedures. Commanders will be responsible for scheduling and administering instruments with the cooperation of their supporting test control officers (TCOs) without the close monitoring occurring at the DLI and AIT schools.

Total attrition at DLI is expected to continue at a rate of 15-20%. No changes in DLI attrition rates are expected when the DLI graduation requirements change to 2.0 skill level, as measured by the DLPT, in two of the three measured skills-listening, reading, and speaking. Currently, whether an individual is considered a graduate and linguist is based upon grade point average and deportment as well as their DLPT score. The skill level graduation requirement will be phased in beginning 1 October 1987. The skill level requirement will have its primary affect only on a soldier's graduation certification. The certification will distinguish a graduate and linguist (2.0 in listening and one other skill with none of the three skills lower than level 1 [1.0]) from someone who has completed their language training but did not score a 2.0 in at least two language skills. Attrition rates are expected to be lower at the AIT MOS producing schools based upon current and historical attrition data from the AIT schools. In the field, attrition will be based almost exclusively on administrative reasons, such as a change to a MOS not in the project, because most of the formal academic training required will have been completed.

The findings provided by this report are preliminary. They cover the most detailed data available. The next report will emphasize findings based upon time 1 and partial time 2 data. Because enough participants will have taken the DLPT, preliminary comparisons can be made between several predictor variables and language training success.

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REPLY TO
ATTENTION OF

PERI-IC

LETTER OF AGREEMENT (LOA)
BETWEEN
U.S. ARMY INTELLIGENCE CENTER AND SCHOOL (USAICS)
AND
OFFICE OF THE ASSISTANT CHIEF OF STAFF FOR INTELLIGENCE (OACSI)
AND
DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER (DLIFLC)
AND
U.S. ARMY MILITARY PERSONNEL CENTER (MILPERCEN)
AND
DEFENSE MANPOWER DATA CENTER (DMDC)
AND
U.S. ARMY RESEARCH INSTITUTE (ARI)

SUBJECT: Foreign Language Skill Change Research Project

1. PURPOSE: To establish responsibilities for the conduct of a coopera-
tive research project to investigate foreign language skill changes and
job performance. The project is to be conducted jointly by ARI and DLIFLC
with assistance from USAICS, OACSI, MILPERCEN, and DMDC.

2. REFERENCES:

    a. Research and Measurement Plan, May 1985, Prepared for Project
Advisory Group (PAG) by Dr. Kahn (ARI) and Dr. Lett (DLIFLC).

    b. LOA, 1984, between DLIFLC and ARI regarding cooperative research
program.

3. PROBLEM:

    a. The Army invests a great deal in the training of foreign language
skills of linguists. At present, however, there is very little documented
evidence pertaining to the retention of language skills following resident
language training or even to the language proficiency levels required to
perform different jobs. The need for such information is suggested by
the types of language-related concerns that are heard within the Army
community. One concern is the perceived loss of language skills, particu-
larly in soldiers who lack opportunity to use their language on the job
and who lack adequate language maintenance or refresher training programs.
Another concern is whether resident and nonresident language training
programs are sufficiently tailored to meet the particular language needs
associated with different types of jobs such that a given soldier is effi-
ciently trained to appropriate proficiency levels in the language skills
required for his or her successful job performance.

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   b. In response to the need for information to begin addressing these
concerns, a joint ARI-DLIFLC research effort has been initiated. The ef-
fort has two objectives. The principal objective is to determine the
presence, direction, and extent of changes in language proficiency follow-
ing resident training, and to evaluate the influence of several factors on
changes in proficiency. A second objective is to determine the relation-
ship between general language proficiency and performance on the job.

   c. A longitudinal data base will be established to keep track of sol-
diers' language proficiency and job performance as well as variables that
may influence language loss/retention (e.g., language learning background,
certain cognitive variables, field assignment and language use, refresher
training opportunities). Data collection procedures will be carried out in
accordance with the Research and Measurement Plan referenced in paragraph
2b.

   d. Research results will provide the Army a sound basis for later
development and/or improvement of nonresident language training programs
that efficiently maintain, refresh, or enhance language skills. Specific-
ally, the data will facilitate the development of training programs that
emphasize those language skills that are both vulnerable to decay and
critical to performance on the job.

4. SCOPE: This LOA describes the responsibilities, command and control
channels, and procedures to be followed during the implementation of a
longitudinal research project to examine language skill changes and job
performance.

5. AGREEMENT, SUPPORT AND RESOURCE REQUIREMENTS:

   a. General:

      (1) Each participating organization will be responsible for
funding travel requirements of their personnel, except where by mutual
agreement special funding can be made available by one of the organiza-
tions for a specific event. Additionally, transfer of funds for purchase
of equipment or salaries will be carried out only as mutually agreeable
and in accordance with applicable rules and regulations. Any resources
transferred from ARI to partner organizations will be accepted on a reim-
bursable basis within thirty days of receipt.

      (2) An advisory group will be established to review progress,
resolve problems, and provide technical and military advice.

      (3) Each participating organization will attend meetings as re-
quired and receive periodic progress reports, as well as all final reports
or products.

(4) Each participating organization will provide the appropriate experts necessary to develop and implement the research project.

(5) Implementation of the project is contingent upon the funding requirements of ARI and DLIFI? being met.

b. Participating Organizations:

(1) The U.S. Army Intelligence Center and School will:

(a) Make available to ARI and DLIFLC for the purpose of consultation and planning: appropriate students and instructors, training schedules, instructional materials, test materials, and field exercises.

(b) Assist ARI and DLIFLC with test coordination at all AIT locations (e.g., ensure that other locations are informed of the project; identify points of contact).

(c) Ensure that at each AIT site there is official coordination with the post training standards officer, who will be responsible for scheduling test dates for the administration of language proficiency and other tests, coordinating data collection with ARI and DLIFLC, and forwarding test data to the appropriate organization (e.g., ARI or DLIFLC) for scoring.

(d) Ensure the availability of appropriate students, test administrators, testing rooms, and equipment for the testing that is to occur at all AIT locations.

(e) Provide ARI and DLIFLC with measures of students' MOS performance at middle and end of AIT (or at time of attrition).

(f) Provide subject matter expert(s) to consult with ARI and/or DLIFLC on the development or utilization of measures of intervening variables and job performance.

(g) Secure specific addresses of training standards officers in the field and provide this information as requested to ARI and DLIFLC.

(h) Chair the advisory group, provide a senior representative at all advisory group meetings, and ensure that each participating organization receives advisory group meeting minutes and periodic written progress reports.

(i) Make available personnel and documentation on related USAICS efforts, such as the MI Foreign Language Survey and Analysis.

PERI-IC
SUBJECT: Foreign Language Skill Change Research Project

    (2) The Office of the Assistant Chief of Staff for Intelligence
will:

        (a) Provide consultation to ARI and DLIFLC on such matters
as Army policy and Army agency responsibilities pertaining to language-re-
lated issues, programs, and initiatives.

        (b) Act as a liaison for other Army and external agencies
(e.g., NSA, MACOMS).

        (c) Ensure cooperation on the part of all relevant Army or-
ganizations for all data collection to be conducted in the field.

        (d) Provide a senior representative at all advisory group
meetings.

        (e) Provide information as to sources of Army funds for the
project and when appropriate and feasible, initiate funding support.

    (3) The Defense Language Institute Foreign Language Center will:

        (a) Provide required testing materials for: reading, lis-
tening, and speaking tests in languages agreed upon by the advisory group
(e.g., DLPT III in Russian, German, Korean, and Spanish).

        (b) Accept responsibility for sending language test materi-
als to training standards officers at the AIT or unit locations at appro-
priate times, using lists of names and addresses provided by MILPERCEN.

        (c) Accept responsibility for scoring all language test
data and for forwarding test scores to DMDC in an acceptable format (e.g.,
on magnetic tape) for inclusion in central data base.

        (d) Assist ARI in developing a draft plan that provides
coding and data element descriptions for use by DMDC in developing the
central data base.

        (e) Schedule study participants for all testing planned
during DLIFLC resident training and coordinate test scheduling with ARI.

        (f) Provide the attitude/motivation questionnaire.

        (g) Accept primary responsibility with assistance from ARI
for developing test instruments to measure intervening variables and job
performance.

(b) Assist ARI in the statistical analysis of all data, the interpretation of the results of data analyses, and the producing of written reports.

(i) Provide a representative at all advisory group meetings.

(4) The U.S. Army Military Personnel Center will:

(a) Provide to ARI and DLIFLC as requested the following information on a regular (e.g., monthly or bimonthly) basis: specific location (e.g., the AIT or the unit location) of each study participant due for testing and the name and address of the official training standards officer in the field to whom project materials will be sent.

(b) Provide a representative at all advisory group meetings.

(5) The Defense Manpower Data Center will:

(a) Establish, update, and maintain the central data base at their computer facility in Monterey. Establishment of the data base will involve merging data files and will not involve record by record data manipulation.

(b) Transfer to the central data base appropriate DLIFLC student record data that are already kept by DMDC (e.g., biographical data, ASVAB scores).

(c) Provide expert consultation to ARI and DLIFLC on the preparation and formatting of magnetic data tapes to be submitted to DMDC for inclusion in the central data base.

(d) Provide a duplicate copy of the most up-to-date version of the central data base to ARI-HQ, ARI-POM, DLIFLC, and USAICS at mutually agreed upon time intervals. Appropriate documentation (e.g., coding and data element descriptions) will be furnished along with each data tape.

(e) Provide DLIFLC with a monthly/quarterly printout of the names, SSN's, and unit locations of the individuals to be tested in the following month/quarter, if requested by DLIFLC.

(6) The U.S. Army Research Institute will:

(a) Develop a learning strategies questionnaire for administration to students during DLIFLC resident training.

(b) Purchase or obtain test instruments to measure cognitive variables. Test instruments may include but not be limited to: critical thinking test; test of expression; test of memory; group embedded figures test; tolerance of ambiguity test; test of empathy; test of introversion/extroversion.

(c) Assist DLIFLC in developing or obtaining instruments to measure intervening variables and job performance.

(d) Ensure that all measurement instruments other than language proficiency tests are reviewed and approved for administration to soldiers through appropriate channels in accordance with Army policy and regulations.

(e) Conduct test administration at DLIFLC for measuring cognitive variables such as: field dependence/independence; tolerance of ambiguity; empathy; introversion/extroversion; learning strategies use; attitudes/motivation.

(f) Accept responsibility for sending all test materials other than language proficiency tests to training standards officers at the AIT or unit locations at appropriate times, using lists of names and addresses provided by MILPERCEN.

(g) Accept responsibility with assistance from DLIFLC for scoring all test data other than language proficiency tests.

(h) Accept responsibility with assistance from DLIFLC for providing test score data other than language proficiency data to DMDC in an acceptable format (e.g., magnetic tape) for updating of central data base.

(i) Develop a draft Statistical Analysis Plan for the analysis of all data to be collected.

(j) Accept responsibility with assistance from DLIFLC for the statistical analysis of all data, the interpretation of the results of data analyses, and the production of written reports.

(k) Provide a representative at all advisory group meetings.

(l) Provide technical advisory services to USAICS as requested for related projects (e.g., MI foreign language survey and analysis).

6. MILESTONES: Milestones are shown in the chart below. All Progress
Reports will summarize work accomplished to date and will provide an
overview of data analyses and findings for the reporting period. Progress
Reports will be distributed to all members of the project advisory group.

MILESTONE	COMPLETION DATE *
Progress Report 1	A + 14 months
Progress Report 2	A + 28 months
Progress Report 3	A + 40 months
Progress Report 4	A + 52 months
Final Progress Report	A + 62 months

* Note: A = Project start-up date.

7. EFFECTIVE DATE: The date the last signatory signs the agreement.

8. TERMINATION DATE: This agreement will be reviewed annually to deter-
mine whether any action is required to modify the terms and/or the scope
of services being provided. Revisions may be made at any time as an ac-
tion agreeable to all partners. Any party may terminate this agreement at
any time. In the event of termination, a period of six (6) months will be
provided for orderly completion or transfer of work.

PERI-IC
SUBJECT: Foreign Language Skill Change Research Project

JULIUS PARKER, JR.
Major General, USA
Commander, U.S. Army Intelligence
    Center and School
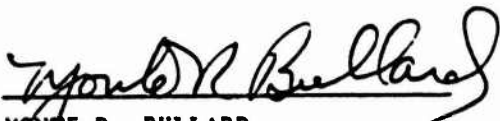
7 Feb 86
Date

RANDALL A. GREENWALT
Brigadier General, USA
Deputy Assistant Chief of
    Staff for Intelligence
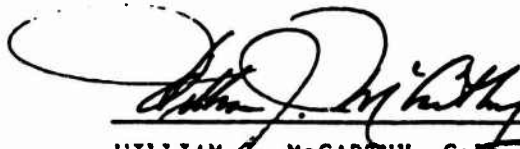
2 Dec 85
Date

MONTE R. BULLARD
Colonel, USA, Commandant
Defense Language Institute
    Foreign Language Center

15 Nov 85
Date
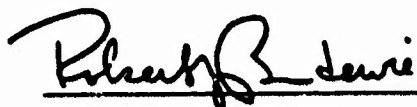
WILLIAM J. McCARTHY, Colonel, GS
Chief, Accession, Training and
    Retention Management Division
U.S. Army Military Personnel Center
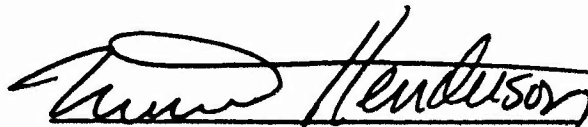
22 Nov 85
Date

ROBERT J. BRANDEWIE
Deputy Director
Defense Manpower Data Center

24 February 1986
Date

WM. DARRYL HENDERSON
COL, IN, Commanding
U.S. Army Research Institute

12 Nov 1985
Date

A-8

APPENDIX B

LANGUAGE USE QUESTIONNAIRE - FIELD

To the participant:

The attached questionnaires are part of the Language Skill Change Project. The purpose of these questionnaires is to find out about the use of your language skills at your current duty assignment. You became a participant in this study either when you attended language training at the Defense Language Institute, or when you began your MOS training. Information gained from this study will be used to improve the quality of both resident and non-resident language training programs for military linguists. Accurate information can be obtained only through your full cooperation.

Please be sure to write your name and date on the instrument. Consider each item listed in the questionnaires and give your best response. Responses will be kept in the strictest of confidence for use and review by the Army research community. Your chain of command will not be able to associate your identity with your responses to the questionnaire.

Upon completion, place your questionnaires into the envelope provided and seal the envelope. Do NOT put any classified information into the envelope. If you fill out your questionnaires in a secure (classified) facility, be sure all materials are screened for classified information before the materials leave the facility. Again, thank you for your cooperation.

NAME _____ DATE _____ SSN_____

1. Are you married to a linguist? _____ _____.
                                     NO   YES

If yes, what is the foreign Language of your spouse? _____.

Is your spouse in the military? _____ _____
                                  NO   YES

2. What are your current primary and duty MOSs? Include codes for ASI, language, and SQI, if appropriate.

    Primary ("98G") Duty ("98C") ASI ("K9") Language ("RU") SQI ("L")
    _____   _____   _____   _____   _____
                                   _____   _____   _____
                                   _____   _____   _____

3. Do you currently work in an authorized position within your primary MOS?

    _____ Yes
    _____ No (If no, go to number 12)

4. Do you regularly perform duties related to that authorized position?

    _____ Yes
    _____ No

5. Which best describes your current position? (check one)

    _____ Tactical (Division or below)
    _____ Strategic (Corps or above)

6. Where are you currently stationed? (check one)

    _____ Conus (Continental U.S., Alaska, but not Hawaii)
    _____ Oconus (Outside Continental U.S., including Hawaii)

7. What foreign language(s) is (are) required by your current duty position? (if none, so state; if more than one, list the most important first)

_____, _____,
_____

8. How well did your DLI training prepare you with general foreign langauge skills? (circle one)

    A. Very Well
    B. Rather Well
    C. Satisfactorily
    D. Rather Poorly
    E. Very Poorly
    F. Did not attend DLI

9. How well did your AIT school prepare you with job-specific foreign language knowledge, skills and abilities? (circle one)

    A. Very Well
    B. Rather Well
    C. Satisfactorily
    D. Rather Poorly
    E. Very Poorly

10. How well did the combined DLI-AIT training program prepare you for your current field assignment? (circle one)

    A. Very Well
    B. Rather Well
    C. Satisfactorily
    D. Rather Poorly
    E. Very Poorly

11. How much has your on-the-job training improved your performance of your language-related MOS duties? (circle one)

    A. Very Much
    B. Much
    C. Somewhat
    D. A little
    E. None

12. Are you using your most recent DLI foreign language in your current duty position?

    _____ Yes
    _____ No
    _____ Did not take foreign language training at DLI

13. Have you, or are you currently receiving training in any other foreign language required in your duty position?

    _____ A. Yes

Language	Trained When	Where
_____	_____	_____
_____	_____	_____

    _____ B. No

14. Date you completed AIT _____ _____ _____
                        day   month   year

15. Date you reported for duty in your current position _____ _____ _____
                                            day   month year

16. FOR THE PERIOD BETWEEN COMPLETING AIT AND OFFICIALLY BEGINNING THE DUTIES OF YOUR CURRENT POSITION please indicate the approximate number of hours you typically spent on the following activities using your foreign language. If you did not spend any time on the activity, write a 0 in the space provided. <u>Do not leave it blank.</u>

    A.   Independent self-study. _____ hours per week

    B.   Informal practice or study with other <u>non-native</u> speakers (such as others in your unit). _____ hours per week

    C.   Reading foreign language magazines, newspapers, or books. _____ hours per week

    D.   Viewing foreign language films, T.V. or other video materials. _____ hours per week

    E.   Listening to foreign language radio, music, etc. _____ hours per week

    F.   Informal interaction with native speaking friends or family members. _____ hours per week

    G.   Informal interactions with other native speakers (such as in stores, restaurants, etc.). _____ hours per week

17. Of the total time listed in number 16 above, approximately how many hours involved use of the following skills?

    A. speaking _____ hours per week

    B. listening _____ hours per week

    C. reading _____ hours per week

    D. writing _____ hours per week

18. Does your unit have a unit language maintenance program?

_____   A. No (go on to item 19)
_____   B. Yes, if yes complete the following items:

    b1. How many hours per week, on the average, do you participate in language maintenance training? _____ hours per week

    b2. What material do you use? (Check as many as appropriate)

       _____   FORSCOM Language Maintenance Refresher and Improvement Course (FLAMRIC)

       _____   Professional Development Program Extension Course (PDP)

       _____   Other Textbooks

       _____   Periodicals

       _____   Other _____
                          specify

b3. How well does your unit language program enable you to maintain and/or improve your general foreign language skills? (circle one)

    A. Very Well
    B. Rather Well
    C. Satisfactorily
    D. Rather Poorly
    E. Very Poorly

b4. How well does your unit language program enable you to maintain and/or improve your job specific foreign language skills? (circle one)

    A. Very Well
    B. Rather Well
    C. Satisfactorily
    D. Rather Poorly
    E. Very Poorly

19. The following items deal with your use of your foreign language during off-duty hours. Please indicate the approximate number of hours per week you typically spend on each of the following activities. If you do not spend any time on these activities write 0 in the space provided. Do not leave blank.

A. Independent self-study. _____ hours per week

B. Informal practice or study with other non-native speakers (such as others in your unit). _____ hours per week

C. Reading foreign language magazines, newspapers, or books. _____ hours per week

D. Viewing foreign language films, T.V.,or other video materials. _____ hours per week

E. Listening to foreign language radio, music, etc. _____ hours per week

F. Informal interaction with native speaking friends or family members. _____ hours per week

G. Informal interactions with other native speakers (such as in stores, restaurants, etc.). _____ hours per week

20. Of the total time listed in 19 above, approximately how many hours involved use of the following skills?

A. speaking _____ hours per week

B. listening _____ hours per week

C. reading _____ hours per week

D. writing _____ hours per week

21. Do you currently use the "Trojan" training system? _____ _____.
                                                           NO   YES

If so, indicate the average number of hours per week _____.

22. Do you currently use or train in the target language in any way that has not been covered by the preceeding questions, such as school/college language classes?

_____ No

_____ Yes   (explain)_____

_____

PLEASE READ THE FOLLOWING DIRECTIONS CAREFULLY BEFORE PROCEEDING.

On the next page(s) you will find a list of task numbers related to your MOS. Using the attached sheet of task descriptions, indicate the number of hours, by language skill, in a typical week you spend performing or training on that task <u>in the foreign language.</u> If you do not perform or train on the task, or if you do it or train on it in English, write in a dash (-). If you do not perform or train on any of the listed tasks but you do perform tasks requiring your foreign language, add the activity (task number and unclassified task description, if any) to the list, indicate the major skill(s) involved using L for listening, R for reading, S for speaking, W for writing, and the number of hours in a typical week you perform the skill.

Example:

Other _____rotate antennas_____ L 2 R 2 S 2 W 2 hours per week

Task Number	Task Title	Number of hours in a typical week
071-329-1001	Identify Terrain Features	L__ R__ S__ W__
071-329-1002	Determine Grid Coordinates	L__ R__ S__ W__
071-329-1004	Determine Elevation	L__ R__ S__ W__
071-329-1008	Measure Distance	L__ R__ S__ W__
071-329-1011	Orient a Map Using a Compass	L__ R__ S__ W__
071-329-1019	Use a Map Overlay	L__ R__ S__ W__
071-329-1041	Navigate on Land	L__ R__ S__ W__
301-340-1006	Conduct CI Penetration Inspection	L__ R__ S__ W__
301-340-6068	Conduct Liaison	L__ R__ S__ W__
301-340-1093	Maintain CI Files, Indices, and Data Bases	L__ R__ S__ W__
301-340-1019	Search CI Subject	L__ R__ S__ W__
301-340-1094	Conduct Records Checks	L__ R__ S__ W__
301-340-6002	Conduct Subject Interview (on a foreign national)	L__ R__ S__ W__
301-340-6003	Conduct Walk-In Interview	L__ R__ S__ W__
301-340-6004	Conduct Witness Interview	L__ R__ S__ W__
301-340-6023	Conduct Personnel Security Interview	L__ R__ S__ W__
301-340-6006	Conduct CI Suspect Interrogation	L__ R__ S__ W__
301-340-6020	Investigate Sabotage	L__ R__ S__ W__
301-340-6021	Investigate Espionage	L__ R__ S__ W__
301-340-6022	Investigate Treason	L__ R__ S__ W__
301-340-6025	Investigate Subversion	L__ R__ S__ W__
301-340-6028	Conduct SAEDA Investigations	L__ R__ S__ W__
301-340-6010	Detect CI Targets	L__ R__ S__ W__

301-340-6011	Neutralize CI Targets	L__ R__ S__ W__
301-340-6012	Exploit CI Targets	L__ R__ S__ W__
301-340-6014	Conduct CI Screening and Interrogations	L__ R__ S__ W__
301-340-6016	Elicit CI Information	L__ R__ S__ W__
301-340-6034	Conduct Surveillance Operations	L__ R__ S__ W__
301-340-6040	Conduct CI Special Operations	L__ R__ S__ W__
301-340-6133	Conduct Defensive Source Operation	L__ R__ S__ W__
301-340-6134	Conduct Tactical Agent Operations (Skill Level 3/4/5 only)	L__ R__ S__ W__
301-340-6135	Conduct Overt Collection Operations	L__ R__ S__ W__
301-340-6136	Use and Control of ICF	L__ R__ S__ W__
301-340-6138	Prepare DD From 1396 (IIR) and 1396-1 (bio Data)	L__ R__ S__ W__
301-340-6005	Obtain Sworn Statement	L__ R__ S__ W__
301-340-6042	Use Interpreter	L__ R__ S__ W__
301-340-6058	Perform Operational/Case Control and Review	L__ R__ S__ W__
Other	_____	L__ R__ S__ W__
Other	_____	L__ R__ S__ W__
Other	_____	L__ R__ S__ W__

APPENDIX C

Language Use Questionnaire

1. Supervisor Name _____ ; Date _____

2. Supervisor Rank/Grade _____

3. What are your current primary and duty MOS? (Include codes for ASI, language, and SQI, if appropriate.)

Duty	Primary	ASI	Language	SQI
___	___	___	___	___
___	___	___	___	___
___	___	___	___	___

4. How long have you been in your current position? _____ years _____ months

5. Do you have foreign language proficiency? _____yes _____no

   If yes, in what language(s) at what level of proficiency?

Language	Proficiency (last DLPT rating)		
	Listening	Reading	Speaking
___	___	___	___
___	___	___	___
___	___	___	___

THE REMAINDER OF THIS QUESTIONNAIRE CONCERNS INFORMATION ABOUT YOUR SUBORDINATE.

6. Name _____ 7. SSN _____ 8. Duty MOS _____
                                                               Primary MOS _____

9. How long have you supervised this person? _____years _____ months

10. In a typical week, approximately how many hours does this person use his/her foreign language on the job in each of the following? (If none, write in 0. Do not leave blank).

   A.   speaking   ___   hours per week

   B.   listening   ___   hours per week

   C.   reading   ___   hours per week

   D.   writing   ___   hours per week

11. In a typical week, approximately how many hours does this person participate in <u>official training</u> which involves use of his or her foreign language in each of the following?

    A. speaking   ____   hours per week

    B. listening   ____   hours per week

    C. reading   ____   hours per week

    D. writing   ____   hours per week

12. When your unit participates in major FTX (e.g. ARTEPs, REFORGER, etc) does this person perform MOS duty position tasks in the foreign language?

    A. N/A _____ (go on to item 13)
    B. No _____ (go on to item 13)
    C. Yes _____

        C1. In how many such exercises has he/she been involved?_____

        C2. With reference to the most recent exercise, how would you rate his/her performance of MOS duties in the foreign language? (circle one)

            A. Superior
            B. Very Good
            C. Satisfactory
            D. Marginal
            E. Unsatisfactory
            F. Unable to rate

13. How would you rate this person's <u>overall</u> performance in his/her <u>current duty position</u>? (circle one)

    A. Superior
    B. Very Good
    C. Satisfactory
    D. Marginal
    E. Unsatisfactory
    F. Unable to rate

14. How would you rate this person's <u>overall</u> performance on <u>tasks requiring use of the foreign language</u>? (circle one)

    A. Superior
    B. Very Good
    C. Satisfactory
    D. Marginal
    E. Unsatisfactory
    F. Unable to rate

15. How well did the combined DLI-AIT training program prepare this person for his/her field assignment? (circle one)

    A.   Very Well
    B.   Rather Well
    C.   Satisfactorily
    D.   Rather Poorly
    E.   Very Poorly

16. How much has on-the-job training improved this person's performance of his/her language related MOS duties? (circle one)

    A.   Very Much
    B.   Much
    C.   Some
    D.   A Little
    E.   None

17. Does your unit have a language maintenance program?

    A.   No (stop)
    B.   Yes (complete items 18,19)

18. How well does your unit language maintenance program enable this person to maintain and/or improve his/her general foreign language skills? (circle one)

    A.   Very Well
    B.   Rather Well
    C.   Satisfactorily
    D.   Rather Poorly
    E.   Very Poorly

19. How well does your unit language maintenance program enable this person to maintain and/or improve his/her job-specific foreign language skills? (circle one)

    A.   Very Well
    B.   Rather Well
    C.   Satisfactorily
    D.   Rather Poorly
    E.   Very Poorly

PLEASE READ THE NEXT INSTRUCTIONS CAREFULLY BEFORE CONTINUING THE QUESTIONNAIRE.

On the following page(s) are a list of task numbers related to your subordinate's MOS. Using the attached sheet of task descriptions:

1. Rate this person's ability to perform each task according to the scale at the top of the page. In your rsting, consider this person in comparison to all persons you have supervised on these tasks. If you do not feel you can rate this person on a task indicate with a dash (-) on the rating. Please be completely honest in your judgement. Your ratings will not become part of this person's record and will in no way affect his/her Army career, but are solely for research purposes. This information will be seen only by persons designated to collect and analyze this information as part of the research effort. Information identifying an individual is used only to match this information with other previously collected data.

2. At the end of the list add any additional tasks with which this person uses a foreign language. DO NOT LIST CLASSIFIED TASKS. Only list the task number if the task is unclassified, list the task number and a brief description. If there is no task number, provide a brief description of the task.

Example: Rating

_____ Other _____ translator for the unit commander _____

Use the following scale to rate participant/subordinate on the topics below and on the attached task lists:

1. Among the poorest ever in position - should not be in MOS. Is/would be detrimental to mission to entrust job to this person.

2. Below average - definite major weak spots. Needs/will need a lot of supervision and help on the job.

3. Average - can do job well, may be some weak spots. If works hard will be okay.

4. Above average, clearly very competent. Does/will do a very good job.

5. Among the very best to ever complete training/occupy this position. Top 1%; in class by her/himself; a model for the job.

Use a dash (-) if you feel you cannot assess the person on the item indicated.

How would you rate this persons overall job performance? ____

    If you rated 1 or 2, is the problem language related?
    Yes ____ No ____

How would you rate this person's overall language ability? ____

Rate this person on each of the specific language skills which follow:

Listening ____   Speaking ____   Reading ____   Writing ____

Unsatisfactory	Marginal	Satisfactory	Very Good	Superior
1	2	3	4	5

Rating	Task Number	Rating	Task Number
_____	121-?04-1518	_____	301-337-3305
_____	301-348-3001	_____	301-337-3308
_____	301-348-6001	_____	301-337-3309
_____	301-337-1321	_____	301-337-3310
_____	301-337-1322	_____	301-337-3311
_____	301-337-1323	_____	301-337-4307
_____	301-337-1324	_____	301-337-4308
_____	301-337-1325	_____	301-337-4309
_____	301-337-1350		
_____	301-337-1351		
_____	301-337-1400		
_____	301-337-1401		
_____	301-337-1402		
_____	301-337-1403		
_____	301-337-1500		
_____	301-337-1501		
_____	301-337-2306		
_____	301-337-2307		
_____	301-337-2309		
_____	301-337-2310		
_____	301-337-3304		
_____	Other _____		
_____	Other _____		
_____	Other _____		

APPENDIX D

LANGUAGE BACKGROUND QUESTIONNAIRE

1. Write your responses directly on the questionnaire booklet.

2. Complete the questionnaire in accordance with (IAW) its internal directions.

3. When finished, lay your completed questionnaire aside and proceed to FORM A.

PLEASE TURN THE PAGE AND BEGIN.

How did you find out about DLI?

A. Presentation at a school from a DLI representative

B. A local recruiter

C. Friends

D. Local news media

E. Other _____

Language Background Questionnaire

1. Name _____ 2. Date _____ 3. SSN _____

4. Place of Birth (Country) _____ 5. Native Language _____

6. DLI Target Language _____

7. What is the highest level of formal education you have attained?

   High School _____

   Some college, but no degree _____

   Two year college certificate _____

   College degree (BA ____ BS ____ Engineering ____ Business __ Other ____)

   Graduate degree (MA _____ MS ____ PhD ____ EdD ____ Other ____)

8. If you have a college degree, what was your major?

   _____

9. Are you being reclassified from a prior MOS into an MI MOS?

   ( ) NO

   ( ) YES What was/were your prior MOS(s) _____

   _____

10. Are you being retrained into a new language within the same MI MOS?

   ( ) NO

   ( ) YES What was/were your prior language(s) _____

   _____

11. Are you primarily:

   Left handed _____ Right handed _____ Ambidextrous (both) _____

12. Have you ever studied or otherwise been exposed to a foreign language, including the DLI target language? (check one)

   ( ) Yes IF YES: Go to next page.

   ( ) No IF NO: STOP. YOUR QUESTIONNAIRE IS COMPLETED.

Indicate the language or languages that you have been exposed to. If you have been exposed to 2 or more languages, rank them according to degree of exposure. Even though it may be appropriate for you to list several foreign languages, please limit your list to the 3 languages with which you have had the most experience:

Foreign Language 1: _____ (most exposure)

Foreign Language 2: _____ (next most exposure)

Foreign Language 3: _____ (least exposure)

FOR EACH language that you have listed above, we would like information on your specific experiences. On the pages that follow there are 3 identical blocks of questions, one for each of the 1, 2, or 3 languages that you have listed above. Please fill out 1 block per language, beginning with the language to which you have had the most exposure.

BLOCK 1

LANGUAGE 1 (most exposure): _____

A. Was the language used while you were growing up?

   None _____ Some _____ All of the time _____

B. Have you had any formal classroom study of the language? (check one)

   ( ) YES   IF YES: Go to C.

   ( ) NO   IF NO: Skip to F.

C. Please indicate the amount of formal classroom training you have had in each of the following categories:

   <u>Elementary and Secondary School</u> (circle EACH school year in which you studied the language)

   1   2   3   4   5   6   7   8   9   10   11   12

   <u>College and/or University</u> (circle EACH year in which you studied the language)

   Fresh.   Soph.   Jr.   Sr.   Grad-1   Grad-2   Grad-3   Grad-4

   <u>Other</u> (write in):

   <u>Type of School</u>   <u>Amount of Training</u>

   _____   _____

   _____   _____

   _____   _____

D. Please indicate in which quartile of your language classes you usually found yourself in relation to the other students in the class.

   _____ Top 25%

   _____ Second 25%

   _____ Third 25%

   _____ Bottom 25%

E. Compared to others in your class, how would you rate the degree of difficulty you had in learning the following skills?

	No Difficulty				Great Difficulty
	1	2	3	4	5
Speaking	1 ___	2 ___	3 ___	4 ___	5 ___
Listening	1 ___	2 ___	3 ___	4 ___	5 ___
Reading	1 ___	2 ___	3 ___	4 ___	5 ___
Writing	1 ___	2 ___	3 ___	4 ___	5 ___

F. Have you ever lived or traveled in a country where the language is spoken? (check one)

( ) YES   IF YES: Go to G

( ) NO   IF NO: Skip to I

G. How long were you in the country? _____

H. Under what circumstances were you in the country?
(Examples: foreign exchange student, tour of duty, vacation)

_____

_____

I. Are you married? (check one)

( ) YES   If YES: Go to J

( ) NO   If NO: Skip to K

J. Does your spouse have any competence in the language?

None____A Little____A Fair Amount____A Lot____Native Fluency____

K. We are interested in the ways in which you may have been exposed to the language other than through the types of experiences noted in A through J above. Please indicate other ways in which you have been exposed to the language by checking any items below that apply to your experiences with the language.

Self-motivated study ____

Immersion programs ____

Interaction with friends/neighbors/roommates who are competent in the language ____

Other (please write in) _____

L. How much proficiency do you <u>currently</u> have in the language?

None_____Little_____A Fair Amount_____A Lot_____Native Fluency_____

M. Rate your <u>current</u> proficiency in the following skills:

	No Proficiency				Highly Proficient
	1	2	3	4	5
Speaking	1 ___	2 ___	3 ___	4 ___	5 ___
Listening	1 ___	2 ___	3 ___	4 ___	5 ___
Reading	1 ___	2 ___	3 ___	4 ___	5 ___
Writing	1 ___	2 ___	3 ___	4 ___	5 ___

N. What is the most proficiency you have <u>ever had</u> in the language?

None_____A Little_____A Fair Amount_____A Lot_____Native Fluency_____

O. Rate the highest attained proficiency you have <u>ever had</u> in the following skills:

	No Proficiency				Highly Proficient
	1	2	3	4	5
Speaking	1 ___	2 ___	3 ___	4 ___	5 ___
Listening	1 ___	2 ___	3 ___	4 ___	5 ___
Reading	1 ___	2 ___	3 ___	4 ___	5 ___
Writing	1 ___	2 ___	3 ___	4 ___	5 ___

P. How long has it been since you were last exposed to the language? _____

If you listed <u>more than one</u> foreign language on page 2, please go on to the next section(s).

If you listed <u>only one</u> foreign language on page 2, your questionnaire is now completed. Thank you very much for your cooperation.

LANGUAGE 2 (next most exposure): _____

A. Was the language used while you were growing up?

None _____ Some _____ All of the time _____

B. Have you had any formal classroom study of the language? (check one)

( ) YES   IF YES: Go to C.

( ) NO   IF NO: Skip to F.

C. Please indicate the amount of formal classroom training you have had in each of the following categories:

Elementary and Secondary School   (circle EACH school year in which you studied the language)

1   2   3   4   5   6   7   8   9   10   11   12

College and/or University   (circle EACH year in which you studied the language)

Fresh.   Soph.   Jr.   Sr.   Grad-1   Grad-2   Grad-3   Grad-4

Other (write in):

Type of School	Amount of Training
_____	_____
_____	_____
_____	_____

D. Please indicate in which quartile of your language classes you usually found yourself in relation to the other students in the class.

_____ Top 25%

_____ Second 25%

_____ Third 25%

_____ Bottom 25%

E. Compared to others in your class, how would you rate the degree of difficulty you had in learning the following skills?

	No Difficulty				Great Difficulty
	1	2	3	4	5
Speaking	1 ___	2 ___	3 ___	4 ___	5 ___
Listening	1 ___	2 ___	3 ___	4 ___	5 ___
Reading	1 ___	2 ___	3 ___	4 ___	5 ___
Writing	1 ___	2 ___	3 ___	4 ___	5 ___

F. Have you ever lived or traveled in a country where the language is spoken? (check one)

    ( ) YES   IF YES: Go to G

    ( ) NO   IF NO: Skip to I

G. How long were you in the country? _____

H. Under what circumstances were you in the country?
(Examples: foreign exchange student, tour of duty, vacation)

_____

_____

I. Are you married? (check one)

    ( ) YES   If YES: Go to J

    ( ) NO   If NO: Skip to K

J. Does your spouse have any competence in the language?

None____A Little____A Fair Amount____A Lot____Native Fluency____

K. We are interested in the ways in which you may have been exposed to the language other than through the types of experiences noted in A through J above. Please indicate other ways in which you have been exposed to the language by checking any items below that apply to your experiences with the language.

    Self-motivated study ____

    Immersion programs ____

    Interaction with friends/neighbors/roommates who are competent
    in the language ____

    Other (please write in) _____

L. How much proficiency do you <u>currently</u> have in the language?

None_____A Little_____A Fair Amount_____A Lot_____Native Fluency_____

M. Rate your <u>current</u> proficiency in the following skills:

	No Proficiency				Highly Proficient
	1	2	3	4	5
Speaking	1 ___	2 ___	3 ___	4 ___	5 ___
Listening	1 ___	2 ___	3 ___	4 ___	5 ___
Reading	1 ___	2 ___	3 ___	4 ___	5 ___
Writing	1 ___	2 ___	3 ___	4 ___	5 ___

N. What is the most proficiency you have <u>ever had</u> in the language?

None_____A Little_____A Fair Amount_____A Lot_____Native Fluency_____

O. Rate the highest attained proficiency you have <u>ever had</u> in the following skills:

	No Proficiency				Highly Proficient
	1	2	3	4	5
Speaking	1 ___	2 ___	3 ___	4 ___	5 ___
Listening	1 ___	2 ___	3 ___	4 ___	5 ___
Reading	1 ___	2 ___	3 ___	4 ___	5 ___
Writing	1 ___	2 ___	3 ___	4 ___	5 ___

P. How long has it been since you were last exposed to the language? _____

If you listed <u>three</u> foreign languages on page 2, please go on to the next section.

If you listed only <u>two</u> foreign languages on page 2, your questionnaire is now completed. Thank you very much for your cooperation,.

LANGUAGE 3 (least exposure):_____

A. Was the language used while you were growing up?

   None ____ Some ____ All of the time ____

B. Have you had any formal classroom study of the language? (check one)

   ( ) YES   IF YES: Go to C.

   ( ) NO   IF NO: Skip to F.

C. Please indicate the amount of formal classroom training you have had in each of the following categories:

   Elementary and Secondary School   (circle EACH school year in which you studied the language)

   1   2   3   4   5   6   7   8   9   10   11   12

   College and/or University   (circle EACH year in which you studied the language)

   Fresh.   Soph.   Jr.   Sr.   Grad-1   Grad-2   Grad-3   Grad-4

   Other (write in):

Type of School	Amount of Training
_____	_____
_____	_____
_____	_____

D. Please indicate in which quartile of your language classes you usually found yourself in relation to the other students in the class.

   ____ Top 25%

   ____ Second 25%

   ____ Third 25%

   ____ Bottom 25%

E. Compared to others in your class, how would you rate the degree of difficulty you had in learning the following skills?

	No Difficulty				Great Difficulty
	1	2	3	4	5
Speaking	1 ___	2 ___	3 ___	4 ___	5 ___
Listening	1 ___	2 ___	3 ___	4 ___	5 ___
Reading	1 ___	2 ___	3 ___	4 ___	5 ___
Writing	1 ___	2 ___	3 ___	4 ___	5 ___

F. Have you ever lived or traveled in a country where the language is spoken? (check one)

    ( ) YES   IF YES: Go to G

    ( ) NO   IF NO: Skip to I

G. How long were you in the country? _____

H. Under what circumstances were you in the country?
(Examples: foreign exchange student, tour of duty, vacation)

_____

_____

I. Are you married? (check one)

    ( ) YES   If YES: Go to J

    ( ) NO   If NO: Skip to K

J. Does your spouse have any competence in the language?

None____A Little____A Fair Amount____A Lot____Native Fluency____

K. We are interested in the ways in which you may have been exposed to the language other than through the types of experiences noted in A through J above. Please indicate other ways in which you have been exposed to the language by checking any items below that apply to your experiences with the language.

    Self-motivated study ____

    Immersion programs ____

    Interaction with friends/neighbors/roommates who are competent in the language ____

    Other (please write in) _____

L. How much proficiency do you <u>currently</u> have in the language?

None____A Little____A Fair Amount____A Lot____Native Fluency____

M. Rate your <u>current</u> proficiency in the following skills:

	No Proficiency				Highly Proficient
	1	2	3	4	5
Speaking	1 ___	2 ___	3 ___	4 ___	5 ___
Listening	1 ___	2 ___	3 ___	4 ___	5 ___
Reading	1 ___	2 ___	3 ___	4 ___	5 ___
Writing	1 ___	2 ___	3 ___	4 ___	5 ___

N. What is the most proficiency you have <u>ever had</u> in the language?

None____A Little____A Fair Amount____A Lot____Native Fluency____

O. Rate the highest attained proficiency you have <u>ever had</u> in the following skills:

	No Proficiency				Highly Proficient
	1	2	3	4	5
Speaking	1 ___	2 ___	3 ___	4 ___	5 ___
Listening	1 ___	2 ___	3 ___	4 ___	5 ___
Reading	1 ___	2 ___	3 ___	4 ___	5 ___
Writing	1 ___	2 ___	3 ___	4 ___	5 ___

P. How long has it been since you were last exposed to the language? _____

Your questionnaire is now completed. Thank you very much for your cooperation.

Language Background Questionaire
"By-passes"

1. Name_____ 2. Date_____ 3. SSN_____

4. Place of Birth (Country)_____ 5. Native Language_____

6. What is the highest level of formal education you have attained?

   High School_____

   Some college, but no degree_____

   Two year college certificate_____

   College degree (BA____ BS____ Engineering____ Business____ Other____)

   Graduate degree (MA____ MS____ PhD____ EdD____ Other____)

7. If you have a college degree, what was your major?

   _____

8. Are you being reclassified from a prior MOS into an MI MOS?

   ( ) NO

   ( ) YES What was/were your prior MOS(s) _____

   _____

9. Are you primarily:

   Left handed____ Right handed____ Ambidextrous (both)____

10. What is your "by-pass language" (BPL), that is, the language in which you expect to use in your duties as a military linguist?_____

11. Which language did you learn first, English or your "by-pass language"?
    _____a. English
    _____b. BPL
    _____c. Both at same time

12. How did you acquire your "by-pass language"
    (CHECK ALL THAT APPLY).

    _____a. Born in "by-pass language" country; lived there _____ years.
    _____b. Not born in by-pass language country, but lived there:
             _____ years as a child
             _____ years as an adult
    _____c. Grew up in USA but in a neighborhood where your "by-pass language" was spoken.

_____d. Parents and/or other significant family member(s) spoke the "by-pass language" to you at home.

_____e. Went to school in a country or an area where the "by-pass language" was the language of instruction:

     _____ years of elementary school
     _____ years of secondary school
     _____ years of college or university

13. How did you acquire your English language skills?
(CHECK ALL THAT APPLY).

_____a. Studied English as a Second/Foreign Language:

     _____ years in elementary school
     _____ years in secondary school
     _____ years in college or university
     _____ years in a government or military school

_____b. Born and raised in USA.

_____c. Born elsewhere, but lived in USA:

     _____ years as a child
     _____ years as an adult

_____d. Grew up speaking English at home.

14. How would you compare your skills in English with those in your "by-pass language"?

_____a. Better in English
_____b. Better in BPL
_____c. About the same in both

15. If you took a test(s) of English language proficiency, what were your most recent scores?

TOEFL (Test of English as a Foreign Language) ____ Date Tested ____ Place Tested ____
DEPT (Defense English Proficiency Test) _____ Date Tested ____ Place Tested ____
OTHER (Test Name) _____ Score _____ Date Tested ____ Place Tested ____

16. Have you ever studied or otherwise been exposed to a language other than your native language (this may include English)?
    (check one)

( ) YES   IF YES: Go to next page.

( ) NO   IF NO: STOP. YOUR QUESTIONNAIRE IS COMPLETED.

Indicate the language or languages that you have been
exposed to. If you have been exposed to 2 or more
languages, rank them according to degree of exposure.
Even though it may be appropriate for you to list several
foreign languages, please limit your list to the 3 languages
with which you have had the most experience:

Foreign Language 1: _____ (most exposure)

Foreign Language 2: _____ (next most exposure)

Foreign Language 3: _____ (least exposure)

FOR EACH language that you have listed above, we would like
information on your specific experiences. On the pages that follow
there are 3 identical blocks of questions, one for each of the 1, 2,
or 3 languages that you have listed above. Please fill out 1 block
per language, beginning with the language to which you have had the
most exposure.

LANGUAGE 1 (most exposure): _____

A. Was the language used while you were growing up?

None ____ Some ____ All of the time ____

B. Have you had any formal classroom study of the language? (check one)

( ) YES   IF YES: Go to C.

( ) NO   IF NO: Skip to F.

C. Please indicate the amount of formal classroom training you have had in each of the following categories:

Elementary and Secondary School   (circle EACH school year in which you studied the language)

1   2   3   4   5   6   7   8   9   10   11   12 _____

College and/or University   (circle EACH year in which you studied the language)

Fresh.   Soph.   Jr.   Sr.   Grad-1   Grad-2   Grad-3   Grad-4

Other (write in):

Type of School	Amount of Training
_____	_____
_____	_____
_____	_____

D. Please indicate in which quartile of your language classes you usually found yourself in relation to the other students in the class.

____ Top 25%

____ Second 25%

____ Third 25%

____ Bottom 25%

E. Compared to others in your class, how would you rate the degree of difficulty you had in learning the following skills?

	No Difficulty				Great Difficulty
	1	2	3	4	5
Speaking	1 ___	2 ___	3 ___	4 ___	5 ___
Listening	1 ___	2 ___	3 ___	4 ___	5 ___
Reading	1 ___	2 ___	3 ___	4 ___	5 ___
Writing	1 ___	2 ___	3 ___	4 ___	5 ___

F. Have you ever lived or traveled in a country where the language is spoken? (check one)

( ) YES   IF YES: Go to G

( ) NO   IF NO: Skip to I

G. How long were you in the country? _____

H. Under what circumstances were you in the country?
(Examples: foreign exchange student, tour of duty, vacation)

_____

_____

I. Are you married? (check one)

( ) YES   If YES: Go to J

( ) NO   If NO: Skip to K

J. Does your spouse have any competence in the language?

None____ A Little____ A Fair Amount____ A Lot____ Native Fluency____

K. We are interested in the ways in which you may have been exposed to the language other than through the types of experiences noted in A through J above. Please indicate other ways in which you have been exposed to the language by checking any items below that apply to your experiences with the language.

Self-motivated study ____

Immersion programs ____

Interaction with friends/neighbors/roommates who are competent in the language ____

Other (please write in) _____

E-5

L. How much proficiency do you <u>currently</u> have in the language?

None_____Little_____A Fair Amount_____A Lot_____Native Fluency_____

M. Rate your <u>current</u> proficiency in the following skills:

	No Proficiency				Highly Proficient
	1	2	3	4	5
Speaking	1 ___	2 ___	3 ___	4 ___	5 ___
Listening	1 ___	2 ___	3 ___	4 ___	5 ___
Reading	1 ___	2 ___	3 ___	4 ___	5 ___
Writing	1 ___	2 ___	3 ___	4 ___	5 ___

N. What is the most proficiency you have <u>ever had</u> in the language?

None_____A Little_____A Fair Amount_____A Lot_____Native Fluency_____

O. Rate the highest attained proficiency you have <u>ever had</u> in the following skills:

	No Proficiency				Highly Proficient
	1	2	3	4	5
Speaking	1 ___	2 ___	3 ___	4 ___	5 ___
Listening	1 ___	2 ___	3 ___	4 ___	5 ___
Reading	1 ___	2 ___	3 ___	4 ___	5 ___
Writing	1 ___	2 ___	3 ___	4 ___	5 ___

P. How long has it been since you were last exposed to the language? _____

If you listed <u>more than one</u> foreign language on page 2, please go on to the next section(s).

If you listed <u>only one</u> foreign language on page 2, your questionnaire is now completed. Thank you very much for your cooperation.

LANGUAGE 2 (next most exposure): _____

A. Was the language used while you were growing up?

None ____ Some ____ All of the time ____

B. Have you had any formal classroom study of the language? (check one)

( ) YES   IF YES: Go to C.

( ) NO   IF NO: Skip to F.

C. Please indicate the amount of formal classroom training you have had in each of the following categories:

Elementary and Secondary School   (circle EACH school year in which you studied the language)

1 — 2 — 3 — 4 — 5 — 6 — 7 — 8 — 9 — 10 — 11 — 12

College and/or University   (circle EACH year in which you studied the language)

Fresh.   Soph.   Jr.   Sr.   Grad-1   Grad-2   Grad-3   Grad-4

Other (write in):

Type of School	Amount of Training
_____	_____
_____	_____
_____	_____

D. Please indicate in which quartile of your language classes you usually found yourself in relation to the other students in the class.

____ Top 25%

____ Second 25%

____ Third 25%

____ Bottom 25%

E. Compared to others in your class, how would you rate the degree of difficulty you had in learning the following skills?

	No Difficulty				Great Difficulty
	1	2	3	4	5
Speaking	1 ___	2 ___	3 ___	4 ___	5 ___
Listening	1 ___	2 ___	3 ___	4 ___	5 ___
Reading	1 ___	2 ___	3 ___	4 ___	5 ___
Writing	1 ___	2 ___	3 ___	4 ___	5 ___

F. Have you ever lived or traveled in a country where the language is spoken? (check one)

    ( ) YES   IF YES: Go to G

    ( ) NO   IF NO: Skip to I

G. How long were you in the country? _____

H. Under what circumstances were you in the country?
(Examples: foreign exchange student, tour of duty, vacation)

_____

_____

I. Are you married? (check one)

    ( ) YES   If YES: Go to J

    ( ) NO   If NO: Skip to K

J. Does your spouse have any competence in the language?

None____A Little____A Fair Amount____A Lot____Native Fluency____

K. We are interested in the ways in which you may have been exposed to the language other than through the types of experiences noted in A through J above. Please indicate other ways in which you have been exposed to the language by checking any items below that apply to your experiences with the language.

    Self-motivated study ____

    Immersion programs ____

    Interaction with friends/neighbors/roommates who are competent in the language ____

    Other (please write in) _____

L. How much proficiency do you <u>currently</u> have in the language?

None_____A Little_____A Fair Amount_____A Lot_____Native Fluency_____

M. Rate your <u>current</u> proficiency in the following skills:

	No Proficiency				Highly Proficient
	1	2	3	4	5
Speaking	1 ___	2 ___	3 ___	4 ___	5 ___
Listening	1 ___	2 ___	3 ___	4 ___	5 ___
Reading	1 ___	2 ___	3 ___	4 ___	5 ___
Writing	1 ___	2 ___	3 ___	4 ___	5 ___

N. What is the most proficiency you have <u>ever had</u> in the language?

None_____A Little_____A Fair Amount_____A Lot_____Native Fluency_____

O. Rate the highest attained proficiency you have <u>ever had</u> in the following skills:

	No Proficiency				Highly Proficient
	1	2	3	4	5
Speaking	1 ___	2 ___	3 ___	4 ___	5 ___
Listening	1 ___	2 ___	3 ___	4 ___	5 ___
Reading	1 ___	2 ___	3 ___	4 ___	5 ___
Writing	1 ___	2 ___	3 ___	4 ___	5 ___

P. How long has it been since you were last exposed to the language? _____

If you listed <u>three</u> foreign languages on page 2, please go on to the next section.

If you listed only <u>two</u> foreign languages on page 2, your questionnaire is now completed. Thank you very much for your cooperation,.

LANGUAGE 3 (least exposure): _____

A. Was the language used while you were growing up?

None ____ Some ____ All of the time ____

B. Have you had any formal classroom study of the language? (check one)

( ) YES   IF YES: Go to C.

( ) NO   IF NO: Skip to F.

C. Please indicate the amount of formal classroom training you have had in each of the following categories:

Elementary and Secondary School   (circle EACH school year in which you studied the language)

1 ·· 2 ·· 3 ··· 4 · 5 ··· 6 ··· 7 ·· 8 ···9 ··· 19 ··11 ··12 ···· ·········· ········· ···········

College and/or University   (circle EACH year in which you studied the language)

Fresh.   Soph.   Jr.   Sr.   Grad-1   Grad-2   Grad-3   Grad-4

Other (write in):

Type of School	Amount of Training
_____	_____
_____	_____
_____	_____

D. Please indicate in which quartile of your language classes you usually found yourself in relation to the other students in the class.

____ Top 25%

____ Second 25%

____ Third 25%

____ Bottom 25%

E. Compared to others in your class, how would you rate the degree of difficulty you had in learning the following skills?

	No Difficulty				Great Difficulty
	1	2	3	4	5
Speaking	1 ___	2 ___	3 ___	4 ___	5 ___
Listening	1 ___	2 ___	3 ___	4 ___	5 ___
Reading	1 ___	2 ___	3 ___	4 ___	5 ___
Writing	1 ___	2 ___	3 ___	4 ___	5 ___

F. Have you ever lived or traveled in a country where the language is spoken? (check one)

( ) YES   IF YES: Go to G

( ) NO   IF NO: Skip to I

G. How long were you in the country? _____

H. Under what circumstances were you in the country?
(Examples: foreign exchange student, tour of duty, vacation)

_____

_____

I. Are you married? (check one)

( ) YES   If YES: Go to J

( ) NO   If NO: Skip to K

J. Does your spouse have any competence in the language?

None____A Little____A Fair Amount____A Lot____Native Fluency____

K. We are interested in the ways in which you may have been exposed to the language other than through the types of experiences noted in A through J above. Please indicate other ways in which you have been exposed to the language by checking any items below that apply to your experiences with the language.

Self-motivated study ___

Immersion programs ___

Interaction with friends/neighbors/roommates who are competent
  in the language ___

Other (please write in) _____

L. How much proficiency do you <u>currently</u> have in the language?

None_____A Little_____A Fair Amount_____A Lot_____Native Fluency_____

M. Rate your <u>current</u> proficiency in the following skills:

	No Proficiency				Highly Proficient
	1	2	3	4	5
Speaking	1 ___	2 ___	3 ___	4 ___	5 ___
Listening	1 ___	2 ___	3 ___	4 ___	5 ___
Reading	1 ___	2 ___	3 ___	4 ___	5 ___
Writing	1 ___	2 ___	3 ___	4 ___	5 ___

N. What is the most proficiency you have <u>ever had</u> in the language?

None_____A Little_____A Fair Amount_____A Lot_____Native Fluency_____

O. Rate the highest attained proficiency you have <u>ever had</u> in the following skills:

	No Proficiency				Highly Proficient
	1	2	3	4	5
Speaking	1 ___	2 ___	3 ___	4 ___	5 ___
Listening	1 ___	2 ___	3 ___	4 ___	5 ___
Reading	1 ___	2 ___	3 ___	4 ___	5 ___
Writing	1 ___	2 ___	3 ___	4 ___	5 ___

P. How long has it been since you were last exposed to the language? _____

Your questionnaire is now completed. Thank you very much for your cooperation.

APPENDIX F

QUESTIONNAIRE "STRATEGY INVENTORY FOR LANGUAGE LEARNING" (LONG)

1. FOR THIS QUESTIONNAIRE YOU WILL RECORD YOUR ANSWERS ON A SEPARATE ANSWER SHEET.

   PLEASE REMEMBER THESE SPECIAL INSTRUCTIONS REGARDING THE USE OF ANSWER SHEETS.

   o   Make no stray marks on the answer sheet.
   o   If you change an answer, erase the old answer completely.
   o   Make sure that you enter only one answer per item.
   o   Make sure that the number of your response on the answer sheet corresponds to the number of the question in the questionnaire.

2. BEFORE YOU BEGIN THIS QUESTIONNAIRE PLEASE ENTER THE FOLLOWING INFORMATION ON THE ANSWER SHEET:

   ON SIDE TWO:

   A.   Enter your LAST NAME ONLY in the block marked "Special Codes" and then blacken the corresponding circles beneath it.

   ON SIDE ONE:

   B.   Enter TODAY'S DATE, SOCIAL SECURITY NUMBER, EDUCATION LEVEL, GRADE, and blacken the corresponding circles.

   C.   In the block marked FORM, blacken the "J".

        NOTE: THE CORRECT ENTRY FOR THIS QUESTIONNAIRE IS "J".

3. When you finish, insert the completed answer sheet into the questionnaire.

STRATEGY INVENTORY FOR LANGUAGE LEARNING
VERSION 2.1

Instructions

The STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL) is designed to gather information about how you, as a student of a foreign language, go about learning that language. On the following pages, you will find 121 statements related to learning a foreign language. Please read each statement. On the separate answer sheet, blacken the response (A, B, C, D, or E) that tells how true the statement is in terms of what you actually do when you are learning a foreign language.

> A. Never or almost never true of me
> B. Generally not true of me
> C. Somewhat true of me
> D. Generally true of me
> E. Always or almost always true of me

NEVER OR ALMOST NEVER TRUE OF ME means that the statement is never or very rarely true of you; that is, you never do the behavior which is described in the statement, or you do it only in very rare instances.

GENERALLY NOT TRUE OF ME means that the statement is usually not true of you; that is, you do the behavior which is described in the statement less than half the time but more than in very rare instances.

SOMEWHAT TRUE OF ME means that the statement is true of you about half the time; that is, sometimes you do the behavior which is described in the statement, sometimes you don't, and these instances tend to occur with about equal frequency.

GENERALLY TRUE OF ME means that the statement is usually true of you; that is, you do the behavior which is described in the statement more than half the time.

ALWAYS OR ALMOST ALWAYS TRUE OF ME means that the statement is true of you in all or almost all instances; that is, you always or almost always do the behavior which is described in the statement.

Answer in terms of how well the statement describes you, not in terms of how you think you should be, or what other people do. Answer in reference to the foreign language you are leaning now. There are no right or wrong answers to these statements. Mark your answers on the separate answer sheet provided. Please make no marks on the inventory booklet itself. Work as quickly as you can without being careless. The inventory generally takes about 20-40 minutes to complete. If you have any questions, let the proctor know immediately.

QUESTIONNAIRE "STRATEGY INVENTORY FOR LANGUAGE LEARNING" (LONG)

1. FOR THIS QUESTIONNAIRE YOU WILL RECORD YOUR ANSWERS ON A SEPARATE ANSWER SHEET.

   PLEASE REMEMBER THESE SPECIAL INSTRUCTIONS REGARDING THE USE OF ANSWER SHEETS.

   o   Make no stray marks on the answer sheet.
   o   If you change an answer, erase the old answer completely.
   o   Make sure that you enter only one answer per item.
   o   Make sure that the number of your response on the answer sheet corresponds to the number of the question in the questionnaire.

2. BEFORE YOU BEGIN THIS QUESTIONNAIRE PLEASE ENTER THE FOLLOWING INFORMATION ON THE ANSWER SHEET:

   ON SIDE TWO:

   A.   Enter your LAST NAME ONLY in the block marked "Special Codes" and then blacken the corresponding circles beneath it.

   ON SIDE ONE:

   B.   Enter TODAY'S DATE, SOCIAL SECURITY NUMBER, EDUCATION LEVEL, GRADE, and blacken the corresponding circles.

   C.   In the block marked FORM, blacken the "J".

        NOTE: THE CORRECT ENTRY FOR THIS QUESTIONNAIRE IS "J".

3. When you finish, insert the completed answer sheet into the questionnaire.

STRATEGY INVENTORY FOR LANGUAGE LEARNING

VERSION 2.1 - FEBRUARY, 1986

A. Never or almost never true of me
B. Generally not true of me
C. Somewhat true of me
D. Generally true of me
E. Always or almost always true of me

1. I talk to myself in the foreign language while walking, driving, doing work at home, or doing other activities.

2. I give myself tests concerning the foreign language.

3. I try to answer all questions mentally in class, even when the teacher is addressing someone else.

4. To help me remember, I make lists of new words and phrases found in foreign language reading passages or conversations.

5. I am easily distracted from my foreign language studies because my mind wanders when I am in class.

6. I plan what I am going to accomplish in learning the foreign language each day or each week.

7. I use rhyming or similar techniques as a device to help me remember new words and phrases.

8. I consciously try to apply grammatical rules when speaking.

9. I create mental pictures to help me remember new words and phrases.

10. I watch foreign language movies or TV programs or listen to foreign language radio, even when I know I won't understand all the words.

11. Whenever possible, I actively look for people with whom I can speak the foreign language.

12. When I need to, I use "filler words" (equivalent to "well" and "let's see") to keep the conversation going in the foreign language.

13. I highlight, underline, or mark new words and note their meanings as I read the foreign language.

14. I analyze the kind of errors I make and use that information for avoiding such errors later.

15. I read new words several times out loud so I can link the pronunciation with the written word.

A. Never or almost never true of me
B. Generally not true of me
C. Somewhat true of me
D. Generally true of me
E. Always or almost always true of me

16. Whenever possible, I attend and participate in events where the foreign language is spoken (e.g., parties, meetings, church, etc.).

17. I encourage myself to speak the foreign language, even when I feel nervous or unsure of my speaking ability.

18. I only study the foreign language when there is the pressure of a test.

19. If I do not understand, I ask for an example of how to use a particular word or expression.

20. I am so afraid of making errors that I do not try to speak or write the foreign language.

21. When I am talking with a native speaker, I pay attention to body language (gestures, facial expression, distance, posture, etc.) to help me understand the message.

22. I create associations between new material and what I already know.

23. I link the sound of a new word with a visual image to help me remember the word.

24. I organize my material for each language learning task.

25. When I hear a new word, I ask how it is spelled or written.

26. I find that I concentrate better if I read aloud to myself.

27. In order to remember the right pronunciation of a new word, I write down the accent marks or other pronunciation cues.

28. I read books, magazines, children's stores, comics, or newspapers in the foreign language.

29. I try to take notes in class in the foreign language.

30. I try to use new grammatical forms as often as possible.

31. When I don't understand all the words in a foreign language conversation, I try to fill in the gaps by using my own background knowledge of the foreign language, my native language, and the topic being discussed.

A. Never or almost never true of me
B. Generally not true of me
C. Somewhat true of me
D. Generally true of me
E. Always or almost always true of me

32. When I am speaking in the foreign language but cannot remember a particular word, I paraphrase, use a synonym, make gestures, or try to describe or define the target word in order to communicate.

33. I make good use of my study time when learning a foreign language.

34. I skim the foreign language reading passage first to get the main idea, then I go back and read it more carefully.

35. When a foreign language lesson is difficult, I either give up or study only the easy parts.

36. I come to my foreign language class unprepared.

37. I write personal notes or messages in the foreign language.

38. If applicable, I look for words that are similar to those in my own language (or another foreign language I have studied) in order to understand new words in the target language.

39. I memorize grammatical rules without understanding when they are used.

40. I try to find as many ways as I can to use the foreign language.

41. I remember a new word or structure by visualizing a situation in which it typically occurs or might occur.

42. When learning a list of new words, I make up a sentence with each word.

43. I use logic to help me learn the L2; for example, "Feminine nouns in this language require the article 'la.' The word I have just read has the article 'la.' Therefore, the word I have just read is a feminine noun."

44. My main way of learning a new word is to say it or write it over and over.

45. I use a tape recorder to record and listen to my own pronunciation.

46. I sing songs in the foreign language so that I can practice new words and sounds in context.

47. Whenever I can, I review with other people what I have learned in the target language.

A. Never or almost never true of me
B. Generally not true of me
C. Somewhat true of me
D. Generally true of me
E. Always or almost always true of me

48. I need to look up every unfamiliar word in the dictionary so I can understand what I am reading.

49. I use flashcards (with the new word or phrase on one side and the definition or example on the other).

50. I draw pictures, cartoons, or doodles of new words, phrases, or structures to help me remember them.

51. I play foreign language word games, such as Scrabble, Bingo, crossword puzzles, etc.

52. I make up exercises to practice new grammatical forms, such as a new tense of a verb.

53. If I get stuck for a word or phrase, I ask for help from the person to whom I am speaking.

54. If I do not know a word, I use another word that is similar to get the message across.

55. I find the meaning of a word by breaking it down into parts, such as the root word and prefixes or suffixes.

56. I avoid topics that I do not feel I have the vocabulary to discuss and direct the conversation to subjects in which I feel confident.

57. I repeat the speaker's sentence to give me more time to think of a reply.

58. I look for similarities and contrasts between the foreign language and my own language (or other languages I have studied).

59. I ask native speakers to correct my pronunciation.

60. If a speaker talks too fast in the foreign language, I ask him or her slow down so I can understand.

61. I make use of all available information in the paragraph to comprehend unfamiliar words.

62. When a native speaker is talking in the foreign language, I try to concentrate on what the speaker is saying and put unrelated topics out of my mind.

A. Never or almost never true of me
B. Generally not true of me
C. Somewhat true of me
D. Generally true of me
E. Always or almost always true of me

63. I feel frustrated if I cannot understand every word someone is saying to me in the foreign language.

64. I use familiar words in new combinations in order to make new sentences.

65. When I can't think of a word or phrase in a foreign language conversation, I briefly fall back into my own language and then return to the foreign language in order to keep up the conversational flow.

66. If applicable to the language, I pay attention to characteristics of the text (headings, indentations, punctuation, etc.) to help me understand the meaning of the passage.

67. If I am trying to learn a long vocabulary list, I break it into parts and learn the parts one at a time.

68. I make unusual or bizarre associations in order to remember new words.

69. I make ongoing mental summaries of what I have read in a passage.

70. I try to imitate the way native speakers talk.

71. I monitor my foreign language writing and go back to correct my written mistakes when I notice them.

72. In a foreign language conversation I anticipate what the other speaker is going to say based on what has been said earlier.

73. I feel I must translate what I hear or read in the foreign language word-for-word into my own language so that I can understand it.

74. I say positive things to myself to increase my confidence in my language skills.

75. When trying to learn a new "action word," I physically act out the word.

76. I use my understanding of the structure of my own language to help me understand how the foreign language works.

77. I decide in advance to pay special attention to specific aspects of the foreign language in a given situation; for example, I decide to focus on the use of the past tense during a conversation.

A. Never or almost never true of me
B. Generally not true of me
C. Somewhat true of me
D. Generally true of me
E. Always or almost always true of me

78. I actively listen for specific phrases that organize material, such as, "This is important," "An important point to remember is...," "First you...," "Finally...," and "The main thing is..."

79. I check my notes with classmates after foreign language class is over.

80. I consciously try to use foreign idioms and other formalized patterns as I talk.

81. I try to figure out meanings of new words based on the situation in which these words occurred.

82. In order to memorize foreign language words, I classify them by common characteristics (such as all nouns), by opposites (such as (black or white), or by some other groupings.

83. I speak a new word or phrase in my mind first before I say it out loud.

84. If I hear a new word in a conversation, I remember it by the sound so that I can look up the meaning later.

85. I write out each new word several times until I am sure I know it.

86. I use mechanical "tricks" to help me learn new items (for example, putting new words in my right pocket and moving them to the left pocket when learned; using different folders for new material and material I have mastered).

87. When I am learning a new word or phrase, I write down all the other words that I know which have meanings similar to that of the new word.

88. I actually visualize the spelling of new word in my head.

89. I practice presenting my oral report to a friend or a family member before I present the report in class, so that I can get feedback.

90. I think seriously about the progress I have made in learning the foreign language.

91. I prepare for a future language task (such as a skit or a written report) by considering the purpose of the task, the language elements needed, and my current language skills.

92. I give myself a tangible reward when I have reached a certain goal in my language learning.

A. Never or almost never true of me
B. Generally not true of me
C. Somewhat true of me
D. Generally true of me
E. Always or almost always true of me

93. I pay attention to the times when my own language (or any other language I have studied) interferes with learning the target language; for example, when I try to apply grammatical rules from my own language which conflict with those of the target language.

94. I arrange my physical environment to promote learning, such as searching for a quiet room, sitting in front of the class so as to hear better, and making sure the place is not too cold or too warm.

95. I try to relax as much as possible before I have to speak in front of the class in the target language.

96. I identify my long-range goals for language learning.

97. After completing a language lesson, I determine what my difficulties are and think about what I need to do to improve.

98. I note the reactions of native speakers to certain phrases or words I have used to make sure of the appropriateness to the situation.

99. I use a notebook to record information about my language learning, for example, the number of words I learned in a given day, the words I found to be difficult, or the method I used to remember the words.

100. I am constantly looking for patterns in the foreign language.

101. When I am learning new material, I develop short sentences and then lengthen them by adding adjectives and adverbs.

102. I drill myself on the same word in different forms, for example, different tenses, genders, etc.

103. I immediately make use of new words in conversation.

104. I initiate conversations in the foreign language.

105. I plan for and rehearse language elements necessary to carry out an upcoming activity in the target language (for example, an oral report).

106. I preview the lesson before I go into class to get a general idea of what it is about, how it is organized, and how it fits in with material I have already learned.

A. Never or almost never true of me
3. Generally not true of me
C. Somewhat true of me
D. Generally true of me
E. Always or almost always true of me

107. I read a story or dialogue several times until I can understand it.

108. I look for exceptions to grammar rules in the target language.

109. I generate my own understanding of the rules of the foreign language, and as I learn more, I discard or revise the rules I have generated if they are not correct.

110. I paraphrase the speaker's sentence to check my understanding of what was said.

111. I infer the meaning of new words by analogy with words in my own language or in another foreign language I have studied (for example, if nación = nation, does relación = relation?).

112. I use reference materials, such as dictionaries, glossaries, and other written material, to aid my comprehension of the foreign language.

113. I outline the main ideas in a language lesson.

114. I make summaries of important information that I hear or read in the foreign language.

115. At parties and other social events where there are people who speak the foreign language, I talk mostly to people who speak my own language.

116. In order to remember a new word, I think of a word that sounds like it in the foreign language or my own language.

117. I apply language rules in many situations, even if I know that I may make mistakes.

118. I remember new words or phrases by remembering their location in the notebook, on the page, on the chalkboard, or on a street sign.

119. I study the history and culture of the country where the foreign language is spoken, so that I can better understand the language itself.

120. I teach my peers what I know in the foreign language as a means of practicing and reviewing.

121. I work as hard as I can to learn the target language.

APPENDIX G

STRATEGY INVENTORY FOR LANGUAGE LEARNING

VERSION 2.3 - AUGUST, 1986

INSTRUCTIONS

This form of the STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL) assumes that you have at some time in the last several months or years been a student of a foreign language, or that you are currently studying a foreign language. On the following pages, you will find a set of statements related to learning or maintaining foreign language skills. Please read each statement. On the separate answer sheet, blacken the response (A, B, C, D, or E) that tells HOW TRUE THE STATEMENT IS IN TERMS OF WHAT YOU ACTUALLY DO NOW IN REGARD TO THE FOREIGN LANGUAGE.

> A. Never or almost never true of me
> B. Generally not true of me
> C. Somewhat true of me
> D. Generally true of me
> E. Always or almost always true of me

NEVER OR ALMOST NEVER TRUE OF ME means that the statement is very rarely true of you; that is, you do the behavior which is described in the statement only in very rare instances.

GENERALLY NOT TRUE OF ME means that the statement is usually not true of you; that is, you do the behavior which is described in the statement less than half the time but more than in very rare instances.

SOMEWHAT TRUE OF ME means that the statement is true of you about half the time; that is, sometimes you do the behavior which is described in the statement, sometimes you don't, and these instances tend to occur with about equal frequency.

GENERALLY TRUE OF ME means that the statement is usually true of you; that is, you do the behavior which is described in the statement more than half the time.

ALWAYS OR ALMOST ALWAYS TRUE OF ME means that the statement is true of you in almost all instances; that is, you almost always do the behavior which is described in the statement.

Answer in terms of how well the statement describes you, not in terms of how you think you should be, or what other people do. Answer in reference to the one foreign language you have most recently studied or are now studying. There are no right or wrong answers to these statements. Mark your answers on the separate sheet provided. Please make no marks on the inventory booklet. Work as quickly as you can without being careless. The inventory generally takes about 10-20 minutes to complete. If you have any questions, let the proctor know immediately.

EXAMPLE

I actively seek out opportunities to talk with native speakers in the foreign language.

On this page, blacken the circle underneath the statement that best describes what you actually do in regard to the foreign language now. Do not blacken any circles on the computerized answer sheet yet.

Never or Almost Never True of Me	Generally Not True of Me	Somewhat True of Me	Generally True of Me	Always or Almost Always True of Me
A	B	C	D	E
o	o	o	o	o

If you have blackened one of the circles above, you have just completed the example item.

Now wait for the proctor to give you the signal to go on to the other items in the inventory. When you answer the questions, work carefully but quickly. Mark the rest of your answers on the separate answer sheet, starting with item 1 in the inventory and item 1 on the answer sheet. To mark an answer on the answer sheet, blacken the space which corresponds to the item number.

STRATEGY INVENTORY FOR LANGUAGE LEARNING
VERSION 2.3 - AUGUST. 1986

A. Never or almost never true of me
B. Generally not true of me
C. Somewhat true of me
D. Generally true of me
E. Always or almost always true of me

1. Whenever possible, I actively look for people with whom I can speak the foreign language.

2. I listen to foreign language radio or watch foreign language movies or TV programs, even when I know I won't understand all the words.

3. I consciously try to apply grammatical rules when speaking the foreign language.

4. I analyze the kind of errors I make and use that information for avoiding such errors later.

5. I encourage myself to speak the foreign language, even when I feel nervous or unsure of my speaking ability.

6. When I am talking with a native speaker, I pay attention to body language (gestures, facial expression, distance, posture, etc.) to help me understand the message.

7. I create associations between new material and what I already know.

8. I link the sound of a new word with a visual image to help me remember the word.

9. I read as much as possible in the foreign language.

10. When I don't understand all the words in a foreign language conversation, I try to fill in the gaps by using my own background knowledge of the foreign language, my native language, and the topic being discussed.

11. When I am speaking in the foreign language but cannot remember a particular word, I paraphrase, use a synonym, make gestures, or try to describe or define the target word in order to communicate.

12. I skim the foreign language reading passage first to get the main idea, then I go back and read it more carefully.

13. I write personal notes or messages in the foreign language.

14. If applicable, I look for words that are similar to those in my own language (or another foreign language I have studied) in order to understand new words in the target language.

15. I try to find as many ways as I can to use the foreign language.

16. I remember a new word or structure by visualizing a situation in which it typically occurs or might occur.

17. I draw pictures, cartoons, or doodles of foreign words, phrases, or structures to help me remember them.

18. If I get stuck for a word or phrase, I ask for help from the person to whom I am speaking.

19. I find the meaning of a word by breaking it down into parts, such as the root word and prefixes or suffixes.

20. I repeat the speaker's sentence to give me more time to think of a reply.

21. I look for similarities and contrasts between the foreign language and my own language (or other languages I have studied).

22. If a speaker talks too fast in the foreign language, I ask him or her slow down so I can understand.

23. I make use of all available information in the passage to comprehend unfamiliar words.

24. I use familiar words in new combinations in order to make new sentences.

25. When I can't think of a word or phrase in a foreign language conversation, I briefly fall back into my own language and then return to the foreign language in order to keep up the conversational flow.

26. I make unusual or bizarre associations in order to remember new words.

27. I monitor my foreign language writing and go back to correct my written mistakes when I notice them.

28. I feel I must translate what I hear or read in the foreign language word-for-word into my own language so that I can understand it.

29. I say positive things to myself to increase my confidence in my language skills.

30. If I hear a new word in a conversation, I remember it by the sound so that I can look up the meaning later.

31. I actually visualize the spelling of foreign word in my head.

32. I think seriously about the progress I have made in developing and maintaining my foreign language skills.

33. I identify my long-range goals for learning and maintaining the foreign language.

34. I look for patterns in the foreign language.

A. Never or almost never true of me
B. Generally not true of me
C. Somewhat true of me
D. Generally true of me
E. Always or almost always true of me

35. I develop short sentences in the foreign language and then lengthen them by adding adjectives, adverbs, and other words.

36. I drill myself on the same word in different forms, for example, different tenses, genders, etc.

37. I read a story, dialogue, or transcript several times until I can understand it.

38. I look for exceptions to grammar rules in the target language.

39. I generate my own understanding of the rules of the foreign language, and as I learn more, I discard or revise the rules I have generated if they are not correct.

40. I paraphrase the speaker's sentence to check my understanding of what was said.

41. I use reference materials, such as dictionaries, glossaries, and other written material, to aid my comprehension of the foreign language.

42. I make summaries of important information that I hear or read in the foreign language.

43. I apply language rules in many situations, even if I know that I may make mistakes.

44. I remember new words or phrases by remembering their location in the notebook, on the page, on the chalkboard, or on a street sign.

45. I study the history and culture of the country where the foreign language is spoken, so that I can better understand the language itself.

46. I work as hard as I can to maintain my foreign language skills.

47. I use the foreign language in teaching my peers as a means of practicing and reviewing.

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APPENDIX H

2. QUESTIONNAIRE "FORM A"

1. FOR THIS QUESTIONNAIRE YOU WILL RECORD YOUR ANSWERS ON A SEPARATE ANSWER SHEET.

    PLEASE NOTE THESE SPECIAL INSTRUCTIONS REGARDING THE USE OF ANSWER SHEETS:

    o Make no stray marks anywhere on the Answer Sheet.
    o If you change an answer, erase the old answer completely.
    o Make sure that you enter only one answer per item.
    o Make sure that the number of your response on the Answer Sheet corresponds to the number of the question in the Questionnaire.

2. BEFORE YOU BEGIN THIS QUESTIONNAIRE PLEASE ENTER THE FOLLOWING INFORMATION ON SIDE 1 OF THE ANSWER SHEET:

    a. Enter TODAY'S DATE and then blacken the corresponding circles beneath it.

    b. Enter your SOCIAL SECURITY NUMBER and then blacken the corresponding circles beneath it.

    c. Enter your LAST NAME ONLY in the block marked "Special Codes" but do NOT blacken any circles beneath it.

    d. In the block marked FORM, blacken the "A."

3. When you have finished, insert the completed Answer Sheet into the Questionnaire and lay them aside, and go on to the CALIFORNIA PSYCHOLOGICAL INVENTORY.

PLEASE TURN THE PAGE, READ THE INSTRUCTIONS, AND BEGIN.

Form A

Please indicate the extent to which you agree or disagree with each of the following statements about the potential advantages of learning German. Mark your answers on the Answer Sheet according to the following codes:

A = Agree Strongly
B = Agree Moderately
C = Agree Slightly
D = Disagree Slightly
E = Disagree Moderately
F = Disagree Strongly

Please note that any given statement may or may not have any relevance to you personally. For example, assume this was one of the items:

"I like having the opportunity to learn German because I will be able to read German literature in the original."

If reading German is totally irrelevant to you, you would darken F for "Strongly Disagree". On the other hand, if reading German literature in the original is one of your most important reasons for learning German, you would darken "A" for "Strongly Agree". Of course, your response to this statement may lie somewhere between those two extremes; in that case you would darken B,C,D, or E.

Agree Strongly	Agree Moderately	Agree Slightly	Disagree Slightly	Disagree Moderately	Disagree Strongly
A	B	C	D	E	F

I like having the opportunity to learn German because ...

1. it will help me get the kind of job I want in the military

2. it will increase my ability to influence others

3. it will enable me to better understand and appreciate German cultures

4. it will make me a better educated person

5. it will give me an edge in competing with others

Agree Strongly	Agree Moderately	Agree Slightly	Disagree Slightly	Disagree Moderately	Disagree Strongly
A	B	C	D	E	F

6. it will enable me to get to know German persons better

7. it will make me appear more cultured

8. it will enable me to meet and converse with a greater variety of people

9. it will help me earn a college degree

10. it will give me the background I need to pursue my career goals

11. other people will respect me more if I have a knowledge of a foreign language

12. it will give me specialized training equivalent to a college degree

13. it will enable me to interact socially with German people

14. it will make me more attractive to future employers

15. it will provide me with better and more useful training than I could get by going to college

16. it will increase my prospects for one day working with an international firm

17. it will give me a chance to really get to know people who have different perspectives

18. it will make me more knowledgeable

19. it will help me protect my interests when I deal with German people

20. it will make me a candidate for interesting and exciting jobs in the future

21. it will help me get a job after I have completed my military service

22. it will enable me to establish more genuine relationships with persons of another culture

Agree Strongly	Agree Moderately	Agree Slightly	Disagree Slightly	Disagree Moderately	Disagree Strongly
A	B	C	D	E	F

23. it will provide me with a unique skill more quickly than I could get by going to college

24. it will allow me to come into contact with some important, powerful and influential people

Please indicate the extent to which you agree or disagree with each of the following statements about foreign languages and foreign language learning in general. Your opinions or feelings may lead you to agree with some statements and disagree with others. There are no right or wrong answers - just your point of view. REMEMBER:

IT IS YOUR HONEST OPINION THAT IS BEING REQUESTED, AND YOUR RESPONSE WILL BE TREATED WITH STRICT CONFIDENTIALITY.

MARK EACH STATEMENT ACCORDING TO YOUR FIRST IMPRESSION; IT IS NOT NECESSARY TO TAKE A LOT OF TIME FOR ANY ONE QUESTION.

Please read each statement carefully and darken the letter on the Answer Sheet which best represents your response.

Agree Strongly	Agree Moderately	Agree Slightly	Disagree Slightly	Disagree Moderately	Disagree Strongly
A	B	C	D	E	F

25. I would really like to learn many languages.

26. When I see a foreign film, I would rather hear the sound track in English than hear the original language and see English subtitles.

27. I enjoy meeting and listening to people who speak other languages.

28. If I planned to live in another country, and I thought I could get along in English, I would not make much effort to learn the language.

29. I often wish I could read newspapers and magazines in many languages.

30. I wish I could speak several languages fluently.

31. Studying a foreign language is not a pleasant experience.

32. Knowing foreign languages can help one convey many feelings and ideas that are not easily expressed in English.

33. Most foreign languages sound like gibberish to me.

34. I really have little interest in foreign languages.

APPENDIX I

QUESTIONNAIRE "FORM B"

1. FOR THIS QUESTIONNAIRE YOU WILL RECORD YOUR ANSWERS ON A SEPARATE ANSWER
   SHEET.

   PLEASE REMEMBER THESE SPECIAL INSTRUCTIONS REGARDING THE USE OF ANSWER
   SHEETS.

   o   Make no stray marks on the Answer Sheet.
   o   If you change an answer, erase the old answer completely.
   o   Make sure that you enter only one answer per item.
   o   Make sure that the number of your response on the answer sheet
        corresponds to the number of the question in the questionnaire.

2. BEFORE YOU BEGIN THIS QUESTIONNAIRE PLEASE ENTER THE FOLLOWING INFORMATION
   ON THE ANSWER SHEET:

   ON SIDE TWO:

   A.   Enter your LAST NAME ONLY in the block marked "Special Codes" and
        then blacken the corresponding circles beneath it.

   ON SIDE ONE:

   B.   Enter TODAY'S DATE and then blacken the corresponding circles beneath
        it.

   C.   Enter your SOCIAL SECURITY NUMBER and then blacken the corresponding
        circles beneath it.

   D.   In the block marked FORM, blacken the "B".

3. When you finish, insert the completed answer sheet into the questionnaire
   and lay them aside, and go on to the STRATEGY INVENTORY FOR LANGUAGE
   LEARNING.

        PLEASE TURN THE PAGE, READ THE INSTRUCTIONS, AND BEGIN FORM B.

Form B

Please indicate the extent to which you agree or disagree with each of the following statements about foreign languages and foreign language learning in general. Your opinions or feelings may lead you to agree with some statements and disagree with others. There are no right or wrong answers - just your point of view. REMEMBER:

IT IS YOUR HONEST OPINION THAT IS BEING REQUESTED, AND YOUR RESPONSE WILL BE TREATED WITH STRICT CONFIDENTIALITY.

MARK EACH STATEMENT ACCORDING TO YOUR FIRST IMPRESSION; IT IS NOT NECESSARY TO TAKE A LOT OF TIME FOR ANY ONE QUESTION.

Please read each statement carefully and darken the letter on the Answer Sheet which best represents your response.

Agree Strongly	Agree Moderately	Agree Slightly	Disagree Slightly	Disagree Moderately	Disagree Strongly
A	B	C	D	E	F

1. I keep up to date with German by working on it every evening.

2. I am glad to have the opportunity to learn German.

3. I would feel confident and relaxed if I had to ask street directions in German.

4. It embarrasses me to volunteer answers in class.

5. I wish I were fluent in German.

6. I tend to approach my German homework in a random and unplanned manner.

7. I sometimes daydream about dropping out of the German course.

8. I never feel quite sure of myself when I am speaking in class.

9. Making a hotel reservation in German would bother me.

10. The satisfaction of learning German makes the effort worthwhile.

11. When I study German outside of class, I tend to ignore distractions and stick to the job at hand.

I-2

12. If ever I should run into a group of people speaking German, I would feel relaxed in joining them.

13. When I have a problem understanding something we are learning in my German class, I always ask for help.

14. I wish I'd never started learning German.

15. I've learned just enough German to convince me I don't want to learn any more.

16. I do not get anxious when I have to respond in class.

17. To be really honest, I hate German.

18. I would get flustered if it were necessary to speak German when making a telephone call.

19. I hope I get the chance to come back and take the intermediate/advanced course.

20. I don't pay too much attention to the feedback I receive in class.

21. Most of the things we learn in our German classes are interesting.

22. I seldom go out of my way to attend German films, plays or other unofficial cultural activities.

23. I would feel uncomfortable speaking German in any real-world situation.

24. In all honesty, I would rather do almost anything other than study German.

25. I want to learn only enough German to get through the course.

26. I am generally relaxed in class.

27. I wish I had begun studying German at an early age.

28. I would feel calm and sure of myself if I had to order a meal in German.

29. It bothers me that other students speak German in class better than I do.

30. I really enjoy learning German.

31. I would like to learn as much German as possible.

32. I often feel uncomfortable when asked to speak German in class.

33. My motivation to learn German is at an all-time low.

34. I feel confident when active participation takes place in class.

35. If I had it to do over, I would avoid studying German.

36. I am sure I would get nervous if I had to speak German to a sales clerk.

37. I don't bother checking my corrected assignments.

38. As I get further along in the course, I find my desire to learn German continually increasing.

39. I often dread going to class.

40. Learning German takes so long the attempt does not seem worthwhile.

41. I would feel comfortable speaking German in an informal gathering where both English and German speaking persons were present.

42. I make a point of trying to understand all the German I see and hear.

43. I plan to continue my study of German after I complete this course.

44. I really work hard to learn German.

45. I think studying German is boring.

46. I really can't understand people who get uptight about using German in class.

47. I enjoy participating in class.

48. To be honest, I really have little desire to learn German.

In the following section we would like to get some idea of your impressions of your German course, your course materials, and your primary instructors. You will see that on each line there are two words expressing opposites.

For example, under Course as a Whole:

	A	B	C	D	E	F	G	
difficult	___:	___:	___:	___:	___:	___:	___	easy

If you were to mark "A" it would mean that you think the course was extremely difficult. If you were to mark "G" it would mean that you think the course was extremely easy. Note that the central position "D" indicates that you think the course is about like every other course on this dimension.

Please go rapidly through this section; it is your immediate impression in which we are interested.

PLEASE MARK YOUR ANSWERS ON THE ANSWER SHEET. (YOU MAY MARK THEM HERE FIRST IF YOU PREFER.)

COURSE AS A WHOLE

		A	B	C	D	E	F	G	
49.	meaningful	___:	___:	___:	___:	___:	___:	___	meaningless
50.	enjoyable	___:	___:	___:	___:	___:	___:	___	unenjoyable
51.	monotonous	___:	___:	___:	___:	___:	___:	___	absorbing
52.	effortless	___:	___:	___:	___:	___:	___:	___	hard
53.	awful	___:	___:	___:	___:	___:	___:	___	nice
54.	interesting	___:	___:	___:	___:	___:	___:	___	boring
55.	good	___:	___:	___:	___:	___:	___:	___	bad
56.	simple	___:	___:	___:	___:	___:	___:	___	complicated
57.	disagreeable	___:	___:	___:	___:	___:	___:	___	agreeable
58.	fascinating	___:	___:	___:	___:	___:	___:	___	tedious
59.	worthless	___:	___:	___:	___:	___:	___:	___	valuable

		A	B	C	D	E	F	G	
60.	necessary	__:	__:	__:	__:	__:	__:	__	unnecessary
61.	appealing	__:	__:	__:	__:	__:	__:	__	unappealing
62.	useless	__:	__:	__:	__:	__:	__:	__	useful
63.	elementary	__:	__:	__:	__:	__:	__:	__	complex
64.	pleasurable	__:	__:	__:	__:	__:	__:	__	painful
65.	educational	__:	__:	__:	__:	__:	__:	__	noneducational
66.	unrewarding	__:	__:	__:	__:	__:	__:	__	rewarding
67.	difficult	__:	__:	__:	__:	__:	__:	__	easy
68.	satisfying	__:	__:	__:	__:	__:	__:	__	unsatisfying
69.	unimportant	__:	__:	__:	__:	__:	__:	__	important
70.	pleasant	__:	__:	__:	__:	__:	__:	__	unpleasant
71.	exciting	__:	__:	__:	__:	__:	__:	__	dull
72.	clear	__:	__:	__:	__:	__:	__:	__	confusing
73.	colorful	__:	__:	__:	__:	__:	__:	__	colorless

COURSE MATERIALS

		A	B	C	D	E	F	G	
74.	important	__:	__:	__:	__:	__:	__:	__	unimportant
75.	meaningless	__:	__:	__:	__:	__:	__:	__	meaningful
76.	dull	__:	__:	__:	__:	__:	__:	__	stimulating
77.	interesting	__:	__:	__:	__:	__:	__:	__	boring
78.	organized	__:	__:	__:	__:	__:	__:	__	disorganized
79.	valuable	__:	__:	__:	__:	__:	__:	__	worthless
80.	confusing	__:	__:	__:	__:	__:	__:	__	coherent
81.	hard	__:	__:	__:	__:	__:	__:	__	easy

		A	B	C	D	E	F	G	
82.	natural	___ :	___ :	___ :	___ :	___ :	___ :	___	artificial
83.	irrelevant	___ :	___ :	___ :	___ :	___ :	___ :	___	relevant
84.	clear	___ :	___ :	___ :	___ :	___ :	___ :	___	unintelligible
85.	useful	___ :	___ :	___ :	___ :	___ :	___ :	___	useless

PRIMARY INSTRUCTORS

		A	B	C	D	E	F	G	
86.	efficient	___ :	___ :	___ :	___ :	___ :	___ :	___	inefficient
87.	insensitive	___ :	___ :	___ :	___ :	___ :	___ :	___	sensitive
88.	cheerful	___ :	___ :	___ :	___ :	___ :	___ :	___	cheerless
89.	competent	___ :	___ :	___ :	___ :	___ :	___ :	___	incompetent
90.	insincere	___ :	___ :	___ :	___ :	___ :	___ :	___	sincere
91.	unapproachable	___ :	___ :	___ :	___ :	___ :	___ :	___	approachable
92.	pleasant	___ :	___ :	___ :	___ :	___ :	___ :	___	unpleasant
93.	trusting	___ :	___ :	___ :	___ :	___ :	___ :	___	suspicious
94.	incapable	___ :	___ :	___ :	___ :	___ :	___ :	___	capable
95.	tedious	___ :	___ :	___ :	___ :	___ :	___ :	___	fascinating
96.	friendly	___ :	___ :	___ :	___ :	___ :	___ :	___	unfriendly
97.	exciting	___ :	___ :	___ :	___ :	___ :	___ :	___	dull
98.	organized	___ :	___ :	___ :	___ :	___ :	___ :	___	disorganized
99.	unreliable	___ :	___ :	___ :	___ :	___ :	___ :	___	reliable
100.	unimaginative	___ :	___ :	___ :	___ :	___ :	___ :	___	imaginative
101.	impatient	___ :	___ :	___ :	___ :	___ :	___ :	___	patient
102.	polite	___ :	___ :	___ :	___ :	___ :	___ :	___	impolite

		A	B	C	D	E	F	G	
103.	colorful	___ :	___ :	___ :	___ :	___ :	___ :	___	colorless
104.	unintelligent	___ :	___ :	___ :	___ :	___ :	___ :	___	intelligent
105.	good	___ :	___ :	___ :	___ :	___ :	___ :	___	bad
106.	industrious	___ :	___ :	___ :	___ :	___ :	___ :	___	unindustrious
107.	boring	___ :	___ :	___ :	___ :	___ :	___ :	___	interesting
108.	dependable	___ :	___ :	___ :	___ :	___ :	___ :	___	undependable
109.	disinterested	___ :	___ :	___ :	___ :	___ :	___ :	___	interested
110.	inconsiderate	___ :	___ :	___ :	___ :	___ :	___ :	___	considerate

APPENDIX J

QUESTIONNAIRE "FORM C"

1. FOR THIS QUESTIONNAIRE YOU WILL RECORD YOUR ANSWERS ON A SEPERATE ANSWER SHEET.

   PLEASE REMEMBER THESE SPECIAL INSTRUCTIONS REGARDING THE USE OF ANSWER SHEETS.

   o Make no stray marks on the Answer Sheet.
   o If you change an answer, erase the old answer completely.
   o Make sure that you enter only one answer per item.
   o Make sure that the number of your response on the answer sheet corresponds to the number of the question in the questionnaire.

2. BEFORE YOU BEGIN THIS QUESTIONNAIRE PLEASE ENTER THE FOLLOWING INFORMATION ON THE ANSWER SHEET:

   ON SIDE TWO:

   A.   Enter your LAST NAME ONLY in the block titled "Special Codes" and then blacken the corresponding circles beneath it.

ON SIDE ONE:

   B.   Enter TODAY'S DATE and then blacken the corresponding circles beneath it.

   C.   Enter your SOCIAL SECURITY NUMBER and then blacken the corresponding circles beneath it.

   D.   In the block titled FORM, blacken the "C".

3. When you finish, lay aside the completed answer sheet and the questionnaire and go on to the STRATEGY INVENTORY FOR LANGUAGE LEARNING.

   PLEASE TURN THE PAGE, READ THE INSTRUCTIONS, AND BEGIN FORM C.

Form C

Please indicate the extent to which you agree or disagree with each
of the following statements about the potential advantages of learning
Russian. Mark your answers on the Answer Sheet according to the following
codes:

A = Agree Strongly
B = Agree Moderately
C = Agree Slightly
D = Disagree Slightly
E = Disagree Moderately
F = Disagree Strongly

Please note that any given statement may or may not have any
relevance to you personally. For example, assume this was one of the
items:

"I like having the opportunity to learn Russian because I will
be able to read Russian literature in the original."

If reading Russian is totally irrelevant to you, you would
darken F for "Strongly Disagree". On the other hand, if reading Russian
literature in the original is one of your most important reasons for
learning Russian, you would darken "A" for "Strongly Agree". Of course,
your response to this statement may lie somewhere between those two ex-
tremes; in that case you would darken B,C,D, or E.

Agree Strongly	Agree Moderately	Agree Slightly	Disagree Slightly	Disagree Moderately	Disagree Strongly
A	B	C	D	E	F

I like having the opportunity to learn Russian because ...

1. it will help me get the kind of job I want in the military

2. it will increase my ability to influence others

3. it will enable me to better understand and appreciate
   Russian cultures

4. it will make me a better educated person

5. it will give me an edge in competing with others

6. it will enable me to get to know Russian persons better

7. it will make me appear more cultured

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Agree Strongly	Agree Moderately	Agree Slightly	Disagree Slightly	Disagree Moderately	Disagree Strongly
A	B	C	D	E	F

8. it will enable me to meet and converse with a greater variety of people

9. it will help me earn a college degree

10. it will give me the background I need to pursue my career goals

11. other people will respect me more if I have a knowledge of a foreign language

12. it will give me specialized training equivalent to a college degree

13. it will enable me to interact socially with Russian people

14. it will make me more attractive to future employers

15. it will provide me with better and more useful training than I could get by going to college

16. it will increase my prospects for one day working with an international firm

17. it will give me a chance to really get to know people who have different perspectives

18. it will make me more knowledgeable

19. it will help me protect my interests when I deal with Russian people

20. it will make me a candidate for interesting and exciting jobs in the future

21. it will help me get a job after I have completed my military service

22. it will enable me to establish more genuine relationships with persons of another culture

23. it will provide me with a unique skill more quickly than I could get by going to college

24. it will allow me to come into contact with some important, powerful and influential people

Please indicate the extent to which you agree or disagree with each of the following statements about foreign languages and foreign language learning in general. Your opinions or feelings may lead you to agree with some statements and disagree with others. There are no right or wrong answers - just your point of view. REMEMBER:

IT IS YOUR HONEST OPINION THAT IS BEING REQUESTED, AND YOUR RESPONSE WILL BE TREATED WITH STRICT CONFIDENTIALITY.

MARK EACH STATEMENT ACCORDING TO YOUR FIRST IMPRESSION; IT IS NOT NECESSARY TO TAKE A LOT OF TIME FOR ANY ONE QUESTION.

Please read each statement carefully and darken the letter on the Answer Sheet which best represents your response.

Agree Strongly	Agree Moderately	Agree Slightly	Disagree Slightly	Disagree Moderately	Disagree Strongly
A	B	C	D	E	F

25. I kept up to date with Russian by working on it every evening.

26. I would really like to learn many languages.

27. I am glad to have had the opportunity to learn Russian.

28. I would feel confident and relaxed if I had to ask street directions in Russian.

29. It embarrassed me to volunteer answers in class.

30. I wish I were fluent in Russian.

31. When I see a foreign film, I would rather hear the sound track in English than hear the original language and see English subtitles.

32. I tended to approach my Russian homework in a random and unplanned manner.

33. I sometimes daydreamed about dropping out of the Russian course.

34. I never felt quite sure of myself when I was speaking in class.

35. Making a hotel reservation in Russian would bother me.

36. The satisfaction of learning Russian made the effort worthwhile.

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37. I enjoy meeting and listening to people who speak other languages.

38. If I planned to live in another country, and I thought I could get along in English, I would not make much effort to learn the language.

39. When I studied Russian outside of class, I tended to ignore distractions and stick to the job at hand.

40. If ever I should run into a group of people speaking Russian, I would feel relaxed in joining them.

41. I often wish I could read newspapers and magazines in many languages.

42. When I had a problem understanding something we were learning in my Russian class, I always asked for help.

43. I wish I'd never started learning Russian.

44. I've learned just enough Russian to convince me I don't want to learn any more.

45. I wish I could speak several languages fluently.

46. If I can help it, I will never study another foreign language.

47. I did not get anxious when I had to respond in class.

48. To be really honest, I hate Russian.

49. I would get flustered if it were necessary to speak Russian when making a telephone call.

50. Knowing foreign languages can help one convey many feelings and ideas that are not easily expressed in English.

51. I hope I get the chance to come back and take the intermediate/advanced course.

52. I didn't pay too much attention to the feedback I received in class.

53. Most of the things we learned in our Russian classes were interesting.

54. Most foreign languages sound like gibberish to me.

55. I seldom went out of my way to attend Russian films, plays or other unofficial cultural activities.

56. I would feel uncomfortable speaking Russian in any real-world situation.

57. In all honesty, I would rather do almost anything other than study Russian.

58. I wanted to learn only enough Russian to get through the course.

59. I was generally relaxed in class.

60. I wish I had begun studying Russian at an early age.

61. I would feel calm and sure of myself if I had to order a meal in Russian.

62. It bothered me that other students spoke Russian in class better than I did.

63. I thought studying Russian was boring.

64. To be honest, I really have little desire to learn more Russian.

65. I often felt uncomfortable when asked to speak Russian in class.

66. My motivation to learn Russian is at an all-time low.

67. I felt confident when active participation took place in class.

68. I really enjoyed learning Russian.

69. I am sure I would get nervous if I had to speak Russian to a sales clerk.

70. I didn't bother checking my corrected assignments.

71. As I got further along in the course, I found my desire to learn Russian continually increasing.

72. I often dreaded going to class.

73. Learning Russian takes so long the attempt does not seem worthwhile.

74. I would feel comfortable speaking Russian in an informal gathering where both English and Russian speaking persons were present.

75. I made a point of trying to understand all the Russian I saw and heard.

76. I plan to continue my study of Russian even though I have completed the course.

77. I really worked hard to learn Russian.

78. If I had it to do over, I would avoid studying Russian.

79. I really couldn't understand people who got uptight about using Russian in class.

80. I enjoyed participating in class.

81. I would like to learn as much Russian as possible.

82. I really have little interest in foreign languages.

In the following section we would like to get some idea of your impressions of your Russian course, your course materials, and your primary instructors. You will see that on each line there are two words expressing opposites.

For Example, under Course as a Whole:

	A	B	C	D	E	F	G	
difficult	___:	___:	___:	___:	___:	___:	___	easy

If you were to mark "A" it would mean that you think the course was extremely difficult. If you were to mark "G" it would mean that you think the course was extremely easy. Note that the central position "D" indicates that you think the course is about like every other course on this dimension.

Please go rapidly through this section; it is your immediate impression in which we are interested.

PLEASE MARK YOUR ANSWERS ON THE ANSWER SHEET. (YOU MAY MARK THEM HERE FIRST IF YOU PREFER.)

COURSE AS A WHOLE

		A	B	C	D	E	F	G	
83.	meaningful	___:	___:	___:	___:	___:	___:	___	meaningless
84.	enjoyable	___:	___:	___:	___:	___:	___:	___	unenjoyable
85.	monotonous	___:	___:	___:	___:	___:	___:	___	absorbing
86.	effortless	___:	___:	___:	___:	___:	___:	___	hard
87.	awful	___:	___:	___:	___:	___:	___:	___	nice
88.	interesting	___:	___:	___:	___:	___:	___:	___	boring
89.	good	___:	___:	___:	___:	___:	___:	___	bad
90.	simple	___:	___:	___:	___:	___:	___:	___	complicated
91.	disagreeable	___:	___:	___:	___:	___:	___:	___	agreeable
92.	fascinating	___:	___:	___:	___:	___:	___:	___	tedious
93.	worthless	___:	___:	___:	___:	___:	___:	___	valuable
94.	necessary	___:	___:	___:	___:	___:	___:	___	unnecessary

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		A	B	C	D	E	F	G	
95.	appealing	___ :	___ :	___ :	___ :	___ :	___ :	___	unappealing
96.	useless	___ :	___ :	___ :	___ :	___ :	___ :	___	useful
97.	elementary	___ :	___ :	___ :	___ :	___ :	___ :	___	complex
98.	pleasurable	___ :	___ :	___ :	___ :	___ :	___ :	___	painful
99.	educational	___ :	___ :	___ :	___ :	___ :	___ :	___	noneducational
100.	unrewarding	___ :	___ :	___ :	___ :	___ :	___ :	___	rewarding
101.	difficult	___ :	___ :	___ :	___ :	___ :	___ :	___	easy
102.	satisfying	___ :	___ :	___ :	___ :	___ :	___ :	___	unsatisfying
103.	unimportant	___ :	___ :	___ :	___ :	___ :	___ :	___	important
104.	pleasant	___ :	___ :	___ :	___ :	___ :	___ :	___	unpleasant.
105.	exciting	___ :	___ :	___ :	___ :	___ :	___ :	___	dull
106.	clear	___ :	___ :	___ :	___ :	___ :	___ :	___	confusing
107.	colorful	___ :	___ :	___ :	___ :	___ :	___ :	___	colorless

COURSE MATERIALS

		A	B	C	D	E	P	G	
108.	important	___ :	___ :	___ :	___ :	___ :	___ :	___	unimportant
109.	meaningless	___ :	___ :	___ :	___ :	___ :	___ :	___	meaningful
110.	dull	___ :	___ :	___ :	___ :	___ :	___ :	___	stimulating
111.	interesting	___ :	___ :	___ :	___ :	___ :	___ :	___	boring
112.	organized	___ :	___ :	___ :	___ :	___ :	___ :	___	disorganized
113.	valuable	___ :	___ :	___ :	___ :	___ :	___ :	___	worthless
114.	confusing	___ :	___ :	___ :	___ :	___ :	___ :	___	coherent
115.	hard	___ :	___ :	___ :	___ :	___ :	___ :	___	easy

116. natural ___ : ___ : ___ : ___ : ___ : ___ : ___ artificial

117. irrelevant ___ : ___ : ___ : ___ : ___ : ___ : ___ relevant

118. clear ___ : ___ : ___ : ___ : ___ : ___ : ___ unintelligible

119. useful ___ : ___ : ___ : ___ : ___ : ___ : ___ useless

PRIMARY INSTRUCTORS

	A	B	C	D	E	F	G	
120. efficient	:	:	:	:	:	:		inefficient
121. insensitive	:	:	:	:	:	:		sensitive
122. cheerful	:	:	:	:	:	:		cheerless
123. competent	:	:	:	:	:	:		incompetent
124. insincere	:	:	:	:	:	:		sincere
125. unapproachable	:	:	:	:	:	:		approachable
126. pleasant	:	:	:	:	:	:		unpleasant
127. trusting	:	:	:	:	:	:		suspicious
128. incapable	:	:	:	:	:	:		capable
129. tedious	:	:	:	:	:	:		fascinating
130. friendly	:	:	:	:	:	:		unfriendly
131. exciting	:	:	:	:	:	:		dull
132. organized	:	:	:	:	:	:		disorganized
133. unreliable	:	:	:	:	:	:		reliable
134. unimaginative	:	:	:	:	:	:		imaginative
135. impatient	:	:	:	:	:	:		patient
136. polite	:	:	:	:	:	:		impolite
137. colorful	:	:	:	:	:	:		colorless
138. unintelligent	:	:	:	:	:	:		intelligent

		A	B	C	D	E	F	G	
139.	good	___ :	___ :	___ :	___ :	___ :	___ :	___	bad
140.	industrious	___ :	___ :	___ :	___ :	___ :	___ :	___	unindustrious
141.	boring	___ :	___ :	___ :	___ :	___ :	___ :	___	interesting
142.	dependable	___ :	___ :	___ :	___ :	___ :	___ :	___	undependable
143.	disinterested	___ :	___ :	___ :	___ :	___ :	___ :	___	interested
144.	inconsiderate	___ :	___ :	___ :	___ :	___ :	___ :	___	considerate

APPENDIX K

Form E

Please indicate the extent to which you agree or disagree with each of the following statements about the potential advantages of learning Spanish. Mark your answers on the Answer Sheet according to the following codes:

A = Agree Strongly
B = Agree Moderately
C = Agree Slightly
D = Disagree Slightly
E = Disagree Moderately
F = Disagree Strongly

Please note that any given statement may or may not have any relevance to you personally. For example assume this were one of the items:

"I like having the opportunity to learn Spanish because I will be able to read Spanish literature in the original."

If reading Spanish is totally irrelevant to you, you would darken F for "Strongly Disagree." On the other hand if reading Spanish literature in the original is one of your most important reasons for learning Spanish, you would darken A for "Strongly agree." Of course your response to this statement may lie somewhere between those two extremes; in that case you would darken B,C,D, or E.

Agree Strongly	Agree Moderately	Agree Slightly	Disagree Slightly	Disagree Moderately	Disagree Strongly
A	B	C	D	E	F

I like having the opportunity to learn Spanish because ...

1. it will help me get the kind of job I want in the military

2. it will increase my ability to influence others

3. it will enable me to better understand and appreciate Spanish Culture

4. it will make me a better educated person

5. it will give me an edge in competing with others

6. it will enable me to get to know Spanish persons better

7. it will make me appear more cultured

8. it will enable me to meet and converse with a greater variety of people

9. it will help me earn a college degree

10. it will give me the background I need to pursue my career goals

Agree Strongly	Agree Moderately	Agree Slightly	Disagree Slightly	Disagree Moderately	Disagree Strongly
A	B	C	D	E	F

11. other people will respect me more if I have a knowledge of a foreign language

12. it will give me specialized training equivalent to a college degree

13. it will enable me to interact socially with Spanish people

14. it will make me more attractive to future employers

15. it will provide me with better and more useful training than I could get by going to college

16. it will increase my prospects for one day working with an international firm

17. it will give me a chance to really get to know people who have different perspectives

18. it will make me more knowledgeable

19. it will help me protect my interests when I deal with Spanish people

20. it will make me a candidate for interesting and exciting jobs in the future

21. it will help me get a job after I have completed my military service

22. it will enable me to establish more genuine relationships with persons of another culture

23. it will provide me with a unique skill more quickly than I could get by going to college

24. it will allow me to come into contact with some important, powerful, and influential people

Please indicate the extent to which you agree or disagree with each of the following statement about foreign languages and foreign language learning in general. Your opinions or feelings may lead you to agree with some statements and disagree with others. There are no right or wrong answers - just your polt of view. REMEMBER:

IT IS YOUR HONEST OPINION THAT IS BEING REQUESTED, AND YOUR RESPONSE WILL BE TREATED WITH STRICT CONFIDENTIALITY.

MARK EACH STATEMENT ACCORDING TO YOUR FIRST IMPRESSION; IT IS NOT NECESSARY TO TAKE A LOT OF TIME FOR ANY ONE QUESTION.

Please read each statement carefully and darken the letter on the Answer Sheet which best represents your response.

Agree Strongly	Agree Moderately	Agree Slightly	Disagree Slightly	Disagree Moderately	Disagree Strongly
A	B	C	D	E	F

25. I would really like to learn many languages

26. I am glad to have had the opportunity to learn Spanish.

27. I would feel confident and relaxed if I had to ask street directions in Spanish.

28. I wish I were fluent in Spanish.

29. When I see a foreign film, I would rather hear the sound track in English than hear the original language and see English subtitles.

30. Making a hotel reservation in Spanish would bother me.

31. The satisfaction of learning Spanish makes the effort worthwhile.

32. I enjoy meeting and listening to people who speak other languages.

33. If I planned to live in another country, and I thought I could get along in English, I would not make much effort to learn the language.

34. If ever I should run into a group of people speaking Spanish, I would feel relaxed in joining them.

35. I often wish I could read newspapers and magazines in many languages.

36. I wish I'd never started learning Spanish.

37. I've learned just enough Spanish to convince me I don't want to learn any more.

38. I wish I could speak several languages fluently.

39. If I can help it, I will never study another foreign languge.

Agree Strongly	Agree Moderately	Agree Slightly	Disagree Slightly	Disagree Moderately	Disagree Strongly
A	B	C	D	E	F

40. To be really honest, I hate Spanish.

41. I would get flustered if it were necessry to speak Spanish when making a telephone call.

42. Knowing foreign languages can help one convey many feelings and ideas that are not easily expressed in English.

43. Most of the things we have learned in our Spanish classes were interesting.

44. Most foreign languages sound like gibberish to me.

45. I would feel uncomfortable speaking Spanish in any real-world situation.

46. In all honesty, I would rather do almost anything other than study Spanish.

47. I wish I had begun studying Spanish at an early age.

48. I would feel calm and sure of myself if I had to order a meal in Spanish.

49. I think studying Spanish is boring.

50. To be honest, I really have little desire to learn more Spanish.

51. I have really enjoyed learning Spanish.

52. I am sure I would get nervous if I had to speak Spanish to a sales clerk.

53. As I got further along in the course, I found my desire to learn Spanish continually increasing.

54. Learning Spanish takes so long the attempt does not seem worthwhile.

55. I would feel comfortable speaking Spanish in an informal gathering where both English and Spanish speaking persons were present.

56. I plan to continue my study of Spanish even after I have completed the course.

57. If I had it to do over, I would avoid studying Spanish.

58. I would like to learn as much Spanish as possible.

59. I really have little interest in foreign languages.

In the following section, we would like to get some idea of your impressions of your AIT-MOSc course, your course materia_s, and your instuctors. You will see that on each line there are two words expressing opposites.

For example: under <u>Course as a Whole</u>:

	A	B	C	D	E	F	G	
difficult	:	:	:	:	:	:		easy

If you were to mark "A" it would mean you think the course was extremely difficult. If you were to mark "G" it would mean that you think the course was extremely easy. Note that the central position (D) indicates that you think the course is about like every other course on this dimension.

Please go rapidly through this section; it is your immediate impression in which we are interested.

PLEASE MARK YOUR ANSWERS ON THE ANSWER SHEET. (YOU MAY MARK THEM HERE FIRST IF YOU PREFER.)

<u>COURSE AS A WHOLE</u>

		A	B	C	D	E	F	G	
60.	meaningful	:	:	:	:	:	:		meaningless
61.	enjoyable	:	:	:	:	:	:		unenjoyable
62.	monotonous	:	:	:	:	:	:		absorbing
63.	effortless	:	:	:	:	:	:		hard
64.	awful	:	:	:	:	:	:		nice
65	interesting	:	:	:	:	:	:		boring
66.	good	:	:	:	:	:	:		bad
67.	simple	:	:	:	:	:	:		complicated
68.	disagreeable	:	:	:	:	:	:		agreeable
69.	fascinating	:	:	:	:	:	:		tedious
70.	worthless	:	:	:	:	:	:		valuable
71.	necessary	:	:	:	:	:	:		unnecessary
72.	appealing	:	:	:	:	:	:		unappealing
73.	useless	:	:	:	:	:	:		useful

K-5

		A	B	C	D	E	F	G	

74. elementary ____:____:____:____:____:____:____ complex

75. pleasurable ____:____:____:____:____:____:____ painful

76. educational ____:____:____:____:____:____:____ noneducational

77. unrewarding ____:____:____:____:____:____:____ rewarding

78. difficult ____:____:____:____:____:____:____ easy

79. satisfying ____:____:____:____:____:____:____ unsatisfying

80. unimportant ____:____:____:____:____:____:____ important

81. pleasant ____:____:____:____:____:____:____ unpleasant

82. exciting ____:____:____:____:____:____:____ dull

83. clear ____:____:____:____:____:____:____confusing

84. colorful ____:____:____:____:____:____:____ colorless

COURSE MATERIALS

		A	B	C	D	E	F	G	

85. important ____:____:____:____:____:____:____ unimportant

86. meaningless ____:____:____:____:____:____:____ meaningful

87. dull ____:____:____:____:____:____:____ stimulating

88. interesting ____:____:____:____:____:____:____ boring

89. organized ____:____:____:____:____:____:____ disorganized

90. valuable ____:____:____:____:____:____:____ worthless

91. confusing ____:____:____:____:____:____:____ coherent

92. hard ____:____:____:____:____:____:____ easy

93. natural ____:____:____:____:____:____:____ artificial

94. irrelevant ____:____:____:____:____:____:____ relevant

	A	B	C	D	E	F	G	
95. clear	___:___:___:___:___:___:___							unintelligible
96. useful	___:___:___:___:___:___:___							useless

PRIMARY INSTRUCTORS

	A	B	C	D	E	F	G	
97. efficient	___:___:___:___:___:___:___							inefficient
98. insensitive	___:___:___:___:___:___:___							sensitive
99. cheerful	___:___:___:___:___:___:___							cheerless
100. competent	___:___:___:___:___:___:___							incompetent
101. insincere	___:___:___:___:___:___:___							sincere
102. unapproachable	___:___:___:___:___:___:___							approachable
103. pleasant	___:___:___:___:___:___:___							unpleasant
104. trusting	___:___:___:___:___:___:___							suspicious
105. incapable	___:___:___:___:___:___:___							capable
106. tedious	___:___:___:___:___:___:___							fascinating
107. friendly	___:___:___:___:___:___:___							unfriendly
108. exciting	___:___:___:___:___:___:___							dull
109. organized	___:___:___:___:___:___:___							disorganized
110. unreliable	___:___:___:___:___:___:___							reliable
111. unimaginative	___:___:___:___:___:___:___							imaginative
112. impatient	___:___:___:___:___:___:___							patient
113. polite	___:___:___:___:___:___:___							impolite
114. colorful	___:___:___:___:___:___:___							colorless
115. unintelligent	___:___:___:___:___:___:___							intelligent

		A	B	C	D	E	F	G	
116.	good	____ : ____ : ____ : ____ : ____ : ____ : ____	bad
117.	industrious	____ : ____ : ____ : ____ : ____ : ____ : ____	unindustrious
118.	boring	____ : ____ : ____ : ____ : ____ : ____ : ____	interesting
119.	dependable	____ : ____ : ____ : ____ : ____ : ____ : ____	undependable
120.	disinterested	____ : ____ : ____ : ____ : ____ : ____ : ____	interested
121	inconsiderate	____ : ____ : ____ : ____ : ____ : ____ : ____	considerate

SCALE ITEMS BY INSTRUMENT/FORM

A	B	C	E		
					Integrative Orientation
3		3	3	Q3	Understand and appreciate their culture
6		6	6	Q7	Get to know them better
8		8	8	Q10	Meet greater variety of people
13		13	13	Q17	Interact socially with them
17		17	17	Q21	Get to know people with different perspectives
22		22	22	Q28	Establish genuine relationships
					Interest in Foreign Languages
25		26	25	Q33	Would like to learn many languages
26		31	29	Q34	Prefer sound track in English
27		37	32	Q36	Enjoy meeting FL others
28		38	33	Q39	Would get along in English
29		41	35	Q43	Wish could read press in many languages
30		45	38	Q49	Wish could speak several languages fluently
31		—		Q51	Studying FL not a pleasant experience
32		50	42	Q53	FL can help convey feelings and ideas
33		54	44	Q58	Most FLs sound like gibberish to me
34		82	59	Q62	Really have little interest in FLs
—		46	39	Q63	Will never study another FL
					Occupational
1		1	1	Q1	Get job I want in military
				Q6	Advantageous to military career
14		14	14	Q18	More attractive to future employers
16		16	16	Q20	Increase prospects with international firm
20		20	20	Q24	Candidate for interesting and exciting jobs
21		21	21	Q27	Help get job after military
				Q31	Useful for good jobs in future
10		10	10	Q13	Background needed to pursue career goals
					Educational
4		4	4	Q4	Make me better educated person
9		9	9	Q11	Help me earn college degree
12		12	12	Q16	Specialized training equivalent to college degree
15		15	15	Q19	Better and more useful training than via college
18		18	18	Q22	Make me more knowledgeable
				Q26	Help qualify for additional military training
23		23	23	Q30	Provide unique skill more quickly than college

A	B	C	E		
				Machiavellianism	
2		2	2	Q2	Increase ability to influence others
5		5	5	Q5	Edge in competing with others
				Q8	Understand what they really want
7		7	7	Q9	Make me appear more cultured
				Q12	Prevent them from getting away with anything
11		11	11	Q14	Get more respect if know FL
				Q15	Important to know one's enemy
19		19	19	Q23	Protect interests when dealing with them
				Q25	More advantages over others
				Q29	Make good contacts
24		24	24	Q32	Contact important, powerful, etc. people

A	B	C	E		
				Class Anxiety	
	4	29	--	1.	It embarrasses me to volunteer answers in class.
	29	62	--	2.	It bothers me that the other students speak (x) in class better than I do.
	8	34	--	3.	I never feel quite sure of myself when I am speaking in class.
	32	65	--	4.	I often feel uncomfortable in class.
	39	72	--	5.	I often dread going to class.
	34	67	--	6.	I feel confident when active participation takes place in class.
	46	79	--	7.	I really can't understand people who get uptight about using (x) in class.
	16	47	--	8.	I do not get anxious when I have to respond in class.
	26	59	--	9.	I am generally relaxed in class.
	47	80	--	10.	I enjoy participating in class.

A	B	C	E		
				Use Anxiety	
	18	49	41	1.	When making a telephone call, I would get flustered if it were necessary to speak (x).
	9	35	30	2.	Making a hotel reservation in (x) would bother me.
	23	56	45	3.	I would feel uncomfortable speaking (x) in any real-world situation.
	36	69	52	4.	I am sure I would get nervous if I had to speak (x) to a sales clerk.

A	B	C	E		
					Use Anxiety (continued)
	12	40	34	5.	If ever I should run into a group of people speaking (x), I would feel relaxed in joining them.
	41	74	55	6.	I would feel comfortable speaking (x) in an informal gathering where both English and (x) speaking persons were present.
	3	28	27	7.	I would feel confident and relaxed if I had to ask street directions in (x).
	28	61	48	8.	I would feel calm and sure of myself if I had to order a meal in (x).
					Motivational Intensity
	37	70	—	Q37	I don't bother checking corrected homework
	13	42	—	Q40	Always ask for help when need it
	1	25	—	Q41	Work on it every evening
	6	32	—	Q44	Approach homework randomly and unplanned
	33	66	—	Q45	Motivation at all-time low
	22	55	—	Q47	Seldom seek out cultural activities
	11	39	—	Q48	Ignore distractions when studying
	42	75	—	Q55	Try to understand all I see and hear
	20	52	—	Q56	Don't pay attention to feedback in class
	44	77	—	Q61	Really work hard to learn (FL)
					Desire to Learn Target Language
	15	44	37	Q35	Have learned enough to not want more
	27	60	47	Q38	Wish had begun at early age
	25	58	—	Q42	Want just enough to get through course
	38	71	53	Q46	Desire to learn constantly increasing
	31	81	58	Q50	Would like to learn as much as possible
	7	33	—	Q52	Daydream about dropping out
	48	64	50	Q54	Have little desire to learn (x)
	19	51	—	Q57	Hope can take intermediate/advanced class
	14	43	36	Q59	Wish had never started
	5	30	28	Q60	Wish I were fluent in (x)
					Attitude Toward Target Language
	2	27	26	1.	I am glad I have the opportunity to learn (x).
	21	53	43	2.	Most of things we learn in (x) are interesting.

A	B	C	E		
				Attitude Toward Target Language (continued)	
	45	68	51	3.	I really enjoy learning (x).
	30	63	49	4.	I think studying (x) is boring.
	40	73	54	5.	Learning (x) takes so long the attempt does not seem worthwhile.
	24	57	46	6.	In all honesty, I would rather do almost anything other than study (x).
	43	76	56	7.	I plan to continue my study of (x) after I complete this course.
	10	36	31	8.	The satisfaction of learning (x) makes the effort worthwhile.
	35	78	57	9.	If I had it to do over again, I would avoid studying (x).
	17	48	40	10.	To be really honest, I hate (x).

Course as a Whole

A	B	C	E		
	49	83	60	49.	meaningful __ meaningless
	50	84	61	50.	enjoyable __ unenjoyable
	51	85	62	51.	monotonous __ absorbing
	52	86	63	52.	effortless __ hard
	53	87	64	53.	awful __ nice
	54	88	65	54.	interesting __ boring
	55	89	66	55.	good __ bad
	56	90	67	56.	simple __ complicated
	57	91	68	57.	disagreeable __ agreeable
	58	92	69	58.	fascinating __ tedious
	59	93	70	59.	worthless __ valuable
	60	94	71	60.	necessary __ unnecessary
	61	95	72	61.	appealing __ unappealing
	62	96	73	62.	useless __ useful
	63	97	74	63.	elementary __ complex
	64	98	75	64.	pleasurable __ painful
	65	99	76	65.	educational __ noneducational
	66	100	77	66.	unrewarding __ rewarding
	67	101	78	67.	difficult __ easy
	68	102	79	68.	satisfying __ unsatisfying
	69	103	80	69.	unimportant __ important
	70	104	81	70.	pleasant __ unpleasant
	71	105	82	71.	exciting __ dull
	72	106	83	72.	clear __ confusing
	73	107	84	73.	colorful __ colorless

	A	B	C	E

Course Materials

A	B	C	E	#		
	74	108	85	74.	important __	unimportant
	75	109	86	75.	meaningless __	meaningful
	76	110	87	76.	dull __	stimulating
	77	111	88	77.	interesting __	boring
	78	112	89	78.	organized __	disorganized
	79	113	90	79.	valuable __	worthless
	80	114	91	80.	confusing __	coherent
	81	115	92	81.	hard __	easy
	82	116	93	82.	natural __	artificial
	83	117	94	83.	irrelevant __	relevant
	84	118	95	84.	clear __	unintelligible
	85	119	96	85.	useful __	useless

Primary Instructors

A	B	C	E	#		
	86	120	97	86.	efficient __	inefficient
	87	121	98	87.	insensitive __	sensitive
	88	122	99	88.	cheerful __	cheerless
	89	123	100	89.	competent __	incompetent
	90	124	101	90.	insincere __	sincere
	91	125	102	91.	unapproachable __	approachable
	92	126	103	92.	pleasant __	unpleasant
	93	127	104	93.	trusting __	suspicious
	94	128	105	94.	incapable __	capable
	95	129	106	95.	tedious __	fascinating
	96	130	107	96.	friendly __	unfriendly
	97	131	108	97.	exciting __	dull
	98	132	109	98.	organized __	disorganized
	99	133	110	99.	unreliable __	reliable
	100	134	111	100.	unimaginative __	imaginative
	101	135	112	101.	impatient __	patient
	102	136	113	102.	polite __	impolite
	103	137	114	103.	colorful __	colorless
	104	138	115	104.	unintelligent __	intelligent
	105	139	116	105.	good __	bad
	106	140	117	106.	industrious __	unindustrious
	107	141	118	107.	boring __	interesing
	108	142	119	108.	dependable __	undependable
	109	143	120	109.	disinterested __	interested
	110	144	121	110.	inconsiderate __	considerate

PERSONAL OUTLOOK INVENTORY

Listed below are statements which allow you to express your interests and attitudes on a number of topics. None of these statements can in any way be described as representing anything good or bad. Please indicate how well each statement describes what you typically do or how you typically feel by using the following scale.

Very Strongly Agree	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Very Strongly Disagree
A	B	C	D	E	F	G

1. I prefer fishing to tennis.

2. When I hear of, or read about, a new idea that sounds interesting, I typically try to think about how I can use it.

3. I think it's important to find out about my instructor's opinions before telling about my own opinions in his (her) class.

4. It would be accurate to say that I really enjoy toying with ideas.

5. It doesn't make much difference to me if my grade in a course is to be based mostly on a term paper rather than multiple choice tests.

6. I would rather watch a heated debate on a controversial topic than a popular music program.

7. I would have more fun joining in a good debate than going fishing.

8. When it matters to me, I can usually figure out how to win an argument.

9. I would rather win an argument because my <u>style</u> of speaking (voice quality, word choice, etc.) was skillful, than because my arguments were logical.

10. If given a choice, I would take a course in the use of logic rather than a course in history or sports.

11. I think that courses in mathematics are basically a waste of limited time.

12. Most courses in the sciences, like physics and chemistry, are easy enough if you take the time to study.

13. Most teachers use uncommon technical terms just to make their classes appear difficult and their speech impressive rather than to help students to understand.

14. I think I have as much mental ability as most of my teachers.

Very Strongly Agree	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Very Strongly Disagree
A	B	C	D	E	F	G

15. I don't like teachers who make you guess what their opinion is; I think the teacher should tell exactly what he believes.

16. I get annoyed when people use words I don't know.

17. If I hear or read a new word, and can't seem to get its meaning, then I make a point of finding out what it means.

18. I think it's best to rely on advice from my parents or friends when I'm not sure of the right thing to do.

19. I would rather take a guided vacation tour than take the trouble to work through the maps.

20. When I read books, I rarely check to see if the ideas presented are logically consistent.

21. I think that a collection of people working together in a group would almost always develop a better solution to a complex problem than any individual, regardless of his capabilities.

22. The most complicated intellectual problems are the most interesting to work out.

23. Purely mental games, like chess, usually bore me.

24. If I suspected that one of my instructors made a logical or mathematical error in working on a problem in class, I would politely point out his error.

25. Overall, entertainers, athletes, actors, and musicians have added more to mankind's happiness than scientists.

26. I would rather be a great actor, or actress, than a great scientist.

27. When I don't understand an instructor's explanation of a topic in class, I usually let it go and don't ask for another explanation.

28. If I disagree with an instructor's answer for a multiple choice test, I would politely, but definitely, challenge the answer.

29. I believe that too much study is required for most school work.

30. In general, I think most manuals are much too hard to read.

31. I would much rather have an instructor give me a specific assignment than have to choose my own topic.

ADMINISTRATIVE INSTRUCTIONS (TESTING SESSION ONE)

1. **BEFORE PASSING OUT ANY MATERIALS, SAY:**

   Thank you in advance for your cooperation. You are being asked to complete questionnaires as part of a study designed to identify factors which influence the acquisition and retention of foreign language skills. [Read aloud the 31 Jan 86 MEMORANDUM FOR RECORD from ATFL-RFL, SUBJECT: Language Skill Change Project, and announce that copies will be available at the end of this testing session.] To participate in this study, you should be ARMY ENLISTED studying a Basic Course in RUSSIAN, KOREAN, GERMAN, or SPANISH for assignment in the 97B, 97E, 98C, or 98G MOS. If there is anyone in this group that is not in the languages or MOS's mentioned, please raise your hand. [If there are any hands raised, confirm the facts and release non-research subjects.]

   There will be three testing sessions today. They will take place according to the following schedule:

0730 - 0840	Testing Session 1
0850 - 0955	Testing Session 2
1030 - 1120	Testing Session 3

   Note that there will be a 10-minute break after the first session, and a 35-minute break after the second session to allow time for coffee or snacks. [Advise of nearest snack location.]

   We will now distribute the Test Packet for this testing session. It consists of the following items: a "TO THE PARTICIPANT" sheet, a PRIVACY ACT STATEMENT, four QUESTIONNAIRES, three COMPUTER-SCANNABLE ANSWER SHEETS, and two Test Scoring Pencils.

2. **WHEN ALL MATERIALS HAVE BEEN DISTRIBUTED, SAY:**

   May I have your attention please. Would you please turn to the sheet titled "TO THE PARTICIPANT" - Please read silently as I read it aloud.

To the participant:

This battery of questionnaires and tests is part of a study designed to identify factors which influence the acquisition and retention of foreign language skills. Information gained from this study will play a major part in improving the quality of both resident and non-resident language training programs for military linguists. Valid information can be obtained only through your full cooperation. Please be sure to write your name, social security number, and date on each answer sheet and on instruments with self-contained answer sheets. Consider each item listed in the questionnaires and tests carefully and give your best response. Your contribution is essential to the success of the study. Answers will be kept in the strictest of confidence for use and review by the Army research community. Neither instructional staff nor personnel in your chain of command will be able to associate your identity with your responses to these questionnaires.

Please turn to the PRIVACY ACT STATEMENT, DA FORM 4368-R. Disclosure of requested information is solicited in accordance with this privacy act statement. Please note that although your name and Social Security Number are requested, your answers will be held in strictest confidence. Neither your instructors nor your superior officers will be able to associate your identity with your responses on these questionnaires. This statement applies to all the questionnaires you will take today. Read the PRIVACY ACT STATEMENT now.

[Pause for silent reading.]

Now look at the remainder of the test packet. There are four questionnaires in this packet. You will complete each questionnaire in order, using ONLY the #2 pencils provided. Note that for the LANGUAGE BACKGROUND QUESTIONNAIRE ONLY you will write your responses directly on the questionnaire booklet. For the remaining questionnaires, you will record your responses on the Answer Sheet provided. Make no marks in the questionnaire booklets. Before you begin each of the last three questionnaires, you will enter certain information on   the corresponding Answer Sheet. Specific instructions appear on each questionnaire.

After you have completed each questionnaire, insert the Answer Sheet in the questionnaire, lay it aside, and go on to the next questionnaire. Be sure to follow the instructions for each questionnaire.

Are there any questions about how to proceed? If you do have questions as you proceed, raise your hand and someone will assist you. Please begin the LANGUAGE BACKGROUND QUESTIONNAIRE at this time and continue to work your way through all four questionnaires. When you have completed all four questionnaires, please bring them to the front of the room in accordance with the instructions on the last questionnaire.

N-2

Please note: If you are a TRANSFER from another language or a RECYCLE within this language, please indicate that fact in Item 12 at the bottom of page 1 of the Language Background Questionnaire, and include information about your recent DLI language training in the subsequent pages of the questionnaire.

Thank you very much for your cooperation. Please begin now.

[Circulate after a few minutes to make sure students are following instructions on the questionnaires that use Answer Sheets.]

[As students turn in completed questionnaire packets, scan Answer Sheets for required information. Then separate test packets into by-questionnaire stacks.]

[Provide a stack of the 31 JAN 86 MEMORANDUM FOR RECORD from ATFL-RFL, SUBJECT: Language Skill Change Project.]

1. **BEFORE PASSING OUT ANY MATERIALS, SAY:**

   Thank you again for your cooperation. You are about to receive your
   second group of questionnaires designed to identify factors which
   influence the acquisition and retention of foreign language skills. Is
   there anyone present who did not complete the first group of
   questionnaires? [If there are any hands raised, note the names and
   arrange for a make-up session. Meanwhile, do have those individuals
   remain with you and participate in this testing session and the next.]

   We will now distribute the GROUP EMBEDDED FIGURES TEST and two Test
   Scoring Pencils. DO NOT START. I will go over the instructions with
   you!

2. **WHEN ALL MATERIALS HAVE BEEN DISTRIBUTED, SAY:**

   On the front of the test booklet PRINT your LAST NAME, FIRST NAME, and
   MIDDLE INITIAL on the line provided. Fill in TODAY'S DATE on the line
   provided. Place your SOCIAL SECURITY NUMBER on the line titled BIRTH
   DATE. I repeat: Place your SSN on that line, not your birthdate.

   Now start reading the Directions, which include 2 practice problems for
   you to do. Notice that you must make heavy, dark marks on the Test
   booklet as you mark your answers on this test. When you get to the end
   of the Directions on Page 3, please STOP. DO NOT go beyond Page 3.
   [Make sure that subjects are doing the two practice problems correctly
   and that they do not turn past Page 3.]

   Are there any questions about the directions? [Pause to allow
   questions]. Raise your hand if you need a new pencil during the test.
   When I give the signal, turn the page and start the First Section. You
   will have 2 minutes for the 7 problems in the First Section. Stop when
   you reach the end of this section. GO AHEAD! [NOTE THE TIME
   _____ AND WRITE STOP TIME BELOW.]

[This section is primarily for practice with the format of the test, but you
should NOT tell this to the students. Circulate and give additional
explanations to those who seem to be having difficulty with this set of
practice items.]

AFTER 2 MINUTES [AT: _____], say:
    STOP - whether you have finished or not. When I give the signal, turn
    the page and start the second section. You will have 5 minutes for the
    9 problems in the second section. READY. GO AHEAD! [NOTE THE TIME
    _____ AND WRITE STOP TIME BELOW.]

AFTER FIVE MINUTES [AT _____], say:
> STOP - Whether you are finished or not. When I give the signal, turn
> the page and start the Third Section. You will have 5 minutes for the
> problems in the Third Section. Raise your hand if you need a new
> pencil during the test. READY. GO AHEAD! [NOTE THE TIME _____
> AND WRITE STOP TIME BELOW.]

AFTER FIVE MINUTES [AT _____], say:
> STOP - Whether you have finished or not. Please close your test
> booklets. [Collect the test booklets at this time.] [You may want to
> allow a 30-second stand-and-stretch time here.]

3. WHEN ALL BOOKLETS HAVE BEEN COLLECTED, SAY:

> We will now distribute the FLANAGAN INDUSTRIAL TESTS, MEMORY. DO NOT
> START. I will go over the instructions with you.

Distribute the FLANAGAN INDUSTRIAL TESTS, MEMORY. When it has been
distributed, say:

> On the front side of the test booklet PRINT your LAST NAME, FIRST NAME,
> and MIDDLE INITIAL on the line provided. Fill in TODAY'S DATE on the
> line provided. Place your SOCIAL SECURITY NUMBER on the line titled
> COMPANY. I repeat: Place your SSN on the line titled COMPANY.

> Turn the form over to the last page and read the directions silently as
> I read them aloud:
>> In both the practice test below and the test that follows, you are
>> to learn the English meanings of words in a new language called
>> JHANGLI. You will first learn what the Jhangli words mean, and
>> then you will be given the Jhangli words and asked to remember
>> their English meaning. Look at the first Jhangli word in the
>> sample below. It is BUAT. In English it means "do". A linking
>> word or phrase is given to help you tie the Jhangli word to the
>> English word. The link for BUAT is "busy people." Note that the
>> link "busy people" begins with the first two letters of the
>> Jhangli BUAT. When you see the word BUAT, you should remember
>> "busy people do," and "do" is the correct answer. Study the other
>> words in the list the same way. You will have one minute to study
>> the eight Jhangli words below and link them to their English
>> meanings. GO AHEAD. [NOTE THE TIME _____ AND WRITE STOP
>> TIME BELOW.]

AFTER 1 MINUTE [AT _____], say:

> STOP - Turn this page upside down. Choose the correct meanings of each
> Jhangli word. Do not look back at the word list. You will have one
> minute. GO AHEAD! [NOTE THE TIME _____ AND WRITE STOP TIME
> BELOW.]

AFTER 1 MINUTE [AT _____], say:

> STOP - Now check your answers. You should have blackened the circles
> in front of the following words; (S1) little, (S2) very, (S3) healthy,
> (S4) watch, (S5) rain, (S6) light, (S7) door, (S8) do. Now open the
> booklet and fold back the page so that you see only the page entitled
> WORD LIST. In this test you will have five minutes to learn 40 new
> words. Study the list carefully. Read each Jhangli word, its link,
> and its meaning, then review the list more rapidly once or twice.
> Begin studying now. [NOTE THE TIME _____ AND WRITE STOP TIME
> BELOW.]

AFTER 5 MINUTES [AT _____], say:

> STOP - Now turn the page and turn the booklet right side up. Find the
> English word that corresponds to each Jhangli word. Blacken the circle
> before the correct English word. You will have five minutes. Do not
> look back at the word list. GO AHEAD! [NOTE THE TIME _____ AND
> WRITE STOP TIME BELOW.]

AFTER 5 MINUTES [AT -_____], say:

> STOP - Please close your test booklets. [Collect the test booklets at
> this time.] [Give 30 second stretch time if needed.]

4. WHEN ALL BOOKLETS HAVE BEEN COLLECTED, SAY:

> We will now distribute the FLANAGAN INDUSTRIAL TESTS, EXPRESSION. DO
> NOT START. I will go over the instructions with you.

DISTRIBUTE THE FLANAGAN INDUSTRIAL TESTS, EXPRESSION. When it has been
distributed, say:

> On the front side of the test booklet PRINT your LAST NAME, FIRST NAME
> and MIDDLE INITIAL on the line provided. Fill in TODAY'S DATE on the
> line provided. Place your SOCIAL SECURITY NUMBER on the line titled
> COMPANY. I repeat: Place your SSN on the line titled COMPANY.

> Turn the form over and read the directions. This is a test of your
> knowledge of English grammar and sentence structure. There are two
> parts. PART 1 GRAMMATICAL USAGE. In this part you are to decide
> whether the sentence follows the rules for correct English grammar. If
> the sentence is grammatically correct, blacken the circle labeled R
> (RIGHT) in front of the sentence. If it is grammatically incorrect,
> blacken the circle labeled W (WRONG) in front of the sentence.
> Awkwardness of expression, capitalization, spelling and punctuation
> should NOT be considered in determining the correctness of the
> sentence. In the following practice sentences, the first two are
> marked correctly. Do the rest of the sample sentences. [PAUSE] You
> should have blackened the "W" circle of number S3, and the "R" circle
> for number S4. Now look at Part II.

PART II SENTENCE STRUCTURE. In this part you are given sets of items, each containing three different ways of writing the same sentence. You are to select one sentence in each set which is best as far as clarity and smoothness are concerned. If a sentence is the best in the given set of three, you should blacken the circle labeled BEST in front of that sentence. In the following two practice sets, the first set is marked correctly. See if you can do the second practice group. [PAUSE] In the second group you should have blackened circle B for sentence S8. Wait until the examiner tells you to begin.

Ready? Open your test booklets. You will have only five minutes for this test, so work rapidly. DO BOTH PARTS. GO AHEAD! [NOTE THE TIME _____ AND WRITE STOP TIME BELOW.]

AFTER FIVE MINUTES [AT _____], say:

STOP - Please close your test booklets.

[Collect the test booklets and PENCILS at this time.]

5. WHEN ALL BOOKLETS HAVE BEEN COLLECTED, SAY:

We will now distribute the EYSENCK PERSONALITY INVENTORY and an ANSWER SHEET. DO NOT START. I will go over the instructions with you.

DISTRIBUTE THE EYSENCK PERSONALITY INVENTORY and an ANSWER SHEET. When they have been distributed, say:

PLEASE NOTE THE FOLLOWING: When you have completed this questionnaire, you will be free to bring it to me and exit quietly for your break. Remember: You must be back in your seats at 1030 for the last testing session.

On Side One of the ANSWER SHEET enter the same information you entered during the first testing session this morning. Note that you should mark your responses on the separate Answer Sheet, NOT on the questionnaire itself. Please enter the following information now.

ON SIDE TWO:

1. Enter your LAST NAME ONLY in the block marked "SPECIAL CODES" and then blacken the corresponding circles beneath it.

ON SIDE ONE:

1. Enter TODAY'S DATE and then blacken the corresponding circles beneath it.

2. Enter your SOCIAL SECURITY NUMBER and then blacken the corresponding circles beneath it.

3. In the block marked FORM, blacken the "8." I repeat: The correct Form Number for this questionnaire is "8." Please enter the Form Number now.

PLEASE NOTE THESE INSTRUCTIONS WITH REGARD TO THE USE OF ANSWER SHEETS:

o Make no stray marks on the Answer Sheet.
o If you change an answer, erase it completely.
o Make sure you enter only one answer per item.
o Make sure that the number of your response on the Answer Sheet
   corresponds to the number of the question on the Questionnaire.

Now turn to the instructions printed on the front of the test booklet.
Read them silently as I read them aloud. REMEMBER, however, that you
will be answering on a separate Answer Sheet, not on the test
instrument itself. On your Answer Sheet, you will use "T" (TRUE) for
"YES" and "F" (FALSE) for "No." Now follow along as I read the
instructions aloud.

> Here are some questions regarding the way you behave, feel and
> act. After each question is a space for answering "Yes," or "No."
>
> Try to decide whether "Yes," or "No" represents your usual way of
> acting or feeling. Then blacken in the space under the column
> headed "Yes" or "No".
>
> Work quickly, and don't spend too much time over any question; we
> want your first reaction, not a long drawn-out thought process.
> The whole questionnaire shouldn't take more than a few minutes.
> Be sure not to omit any questions. Now turn the page over and go
> ahead. Work quickly, and remember to answer every question.
> There are no right or wrong answers, and this isn't a test of
> intelligence or ability, but simply a measure of the way you
> behave.

> Remember to use the separate Answer Sheet. Are there any questions
> about the instructions?

> Thank you very much for your cooperation. PLEASE BEGIN NOW.

6.   Collect test booklets and Answer Sheets as they are brought to you.
Remind students individually of the time of the next session. Maintain
quiet testing conditions for those who are still working.

1. BEFORE PASSING OUT ANY MATERIALS, SAY:

    Thank you again for your cooperation. You are about to receive the
    final two questionnaires designed to identify factors which influence
    the acquisition and retention of foreign language skills. Is there
    anyone present who did not complete the first and second groups of
    questionnaires? [If there are any hands raised, note the names and
    arrange for a make-up session. Meanwhile, do have those individuals
    remain with you and participate in this testing session.]

    We will now distribute the PERSONAL OUTLOOK INVENTORY and Answer Sheet.
    DO NOT START. I will go over the instructions with you.

2. WHEN ALL MATERIALS HAVE BEEN DISTRIBUTED, say:

    On Side One of the ANSWER SHEET enter the same information you entered
    during the first testing session this morning. Note that you should
    mark your responses on the separate Answer Sheet, NOT on the
    questionnaire itself. Please enter the following information now.

    ON SIDE TWO:

    1. Enter your LAST NAME ONLY in the block marked "SPECIAL CODES"
        and then blacken the corresponding circles beneath it.

    ON SIDE ONE:

    1. Enter TODAY'S DATE and then blacken the corresponding circles
        beneath it.

    2. Enter your SOCIAL SECURITY NUMBER and then blacken the
        corresponding circles beneath it.

    3. In the block marked FORM, blacken the "9." I repeat: The
        correct Form Number for this questionnaire is "9." Please
        enter the Form Number now.

    PLEASE NOTE THESE INSTRUCTIONS WITH REGARD TO THE USE OF ANSWER SHEETS:

        o   Make no stray marks on the Answer Sheet.
        o   If you change an answer, erase it completely.
        o   Make sure you enter only one answer per item.
        o   Make sure that the number of your response on the Answer
            Sheet corresponds to the number of the question on the
            Questionnaire.

    Now turn to the instructions printed on the front of the test booklet.
    Read them silently as I read them aloud:

    .

Listed below are statements which allow you to express your interests and attitudes on a number of topics. None of these statements can in any way be described as representing anything good or bad. Please indicate how well each statement describes what you typically do or how you typically feel by using the following scale.

A Very strongly agree
B Strongly agree
C Agree
D No opinion
E Disagree
F Strongly disagree
G Very strongly disagree

Are there any questions about the instructions? When you finish, insert the Answer Sheet in the Test Booklet and remain seated for the last questionnaire.

PLEASE BEGIN NOW.

3. Collect the test booklets and answer sheets as students finish. When all have been collected say:

We will now distribute the WATSON-GLASER CRITICAL THINKING APPRAISAL questionnaire and Answer Sheet. DO NOT START, I will go over the instructions with you!

4. WHEN ALL MATERIALS HAVE BEEN DISTRIBUTED, say:

Now turn the answer sheet sideways so that you can fill in the necessary information.

o PRINT your LAST NAME, FIRST NAME, and MIDDLE INITIAL in the blocks provided and blacken the letter box below which matches each letter of your name. Print one letter of your name in each box, starting with the first block. Remember to print your last name first, then go to the section titled first name, print your first name, and then print your middle initial in the space titled MI. If either your last name or first name is too long to fit in the boxes provided, print as many letters as will fit.

o Enter your SOCIAL SECURITY NUMBER in the block labeled ID NUMBER, and blacken the corresponding blocks below it.

o Enter TODAY'S DATE in the block labeled 123456, using this format: YYMMDD. [Write the correct date on chalkboard, e.g., "860310" for "10 March 1986."]

When you have finished entering all information and making heavy black marks in the columns below, stop and wait for futher instructions.

[Pause until all students have finished.]

Now turn your answer sheet so that you can read the words WATSON-GLASER CRITICAL THINKING APPRAISAL. In this test all the questions are in the test booklet. There are five separate tests in the booklet, and each one is preceded by its own directions. For each question, decide what you think is the best answer. Since your score will be the number of items you answer correctly, try to answer each question even if you are not sure that your answer is correct. Record your choice by making a black mark in the appropriate space on the answer sheet. Always be sure that the answer space has the same number as the question in the booklet. Do not make any other marks on the answer sheet. If you change your mind about an answer, be sure to erase the first mark completely. Do not spend too much time on any one question. When you finish a page, go right on to the next one. If you finish all of the tests before time is up, you may go back and check your answers.

YOU WILL HAVE APPROXIMATELY 40-50 MINUTES TO WORK ON THIS TEST! Now read the directions on the cover of your test booklet. [PAUSE] Are there any questions about what you are to do? [PAUSE] READY? ...GO AHEAD! [NOTE THE TIME _____ AND WRITE STOP TIME BELOW.]

AFTER 40 MINUTES [AT _____], SAY:

Please try to finish in the next ten minutes.

AFTER 50 MINUTES [AT _____], SAY:

Please finish the item you are .on and prepare to turn in your materials. [Collect the test booklets, answer sheets and pencils.]

SAY:

This completes the third and final testing session. We thank you very much for your cooperation, and wish you success in your language studies.

DEFENSE LANGUAGE INSTITUTE
FOREIGN LANGUAGE CENTER
PRESIDIO OF MONTEREY CALIFORNIA 93944 5006

REPLY TO
ATTENTION OF

ATFL-RFL   31 January 1986

MEMORANDUM FOR RECORD

SUBJECT: Language Skill Change Project

1. The Language Skill Change Project (LSCP) is a joint project being
conducted by the Army Research Institute (ARI) and the Defense Language
Institute (DLI). The LSCP is designed to measure the change in language
proficiency of DLI graduates over time. This three-year study will also
identify and explore cognitive, attitudinal and motivational aspects
associated with language learning.

2. Phase I of the study will concentrate on Army enlisted personnel in
MOSC's 97B, 97E, 98C and 98G at DLI studying a basic language course in
either Spanish, German, Russian or Korean. The research subjects will
consist of the class inputs from February 1986 through February 1987
at the Presidio of Monterey and the Presidio of San Francisco Branches
of DLI. The change in language proficiency will be measured by the
DLPT III, which includes the testing of oral proficiency. The DLPT III
will be administered to each research subject at the completion of DLI,
upon completion of AIT, and after each of four, 6-month intervals.

3. The results of this study will help improve both resident and non-
resident language training, and will assist in the development and
evaluation of unit language maintenance programs.

ALFONSO TROCHE
LTC, USA
Chief, Linguist Proponency Office

TITLE OF FORM	PRESCRIBING DIRECTIVE
Foreign Language Skill Change Test Battery	AR 70-1

1. AUTHORITY

10 USC Sec 4503

2. PRINCIPAL PURPOSE(S)

The data collected with the attached form are to be used for research purposes only.

3. ROUTINE USES

This is an experimental personnel data collection form developed by the U.S. Army Research Institute for the Behavioral and Social Sciences pursuant to its research mission as prescribed in AR 70-1. When identifiers (name or Social Security Number) are requested they are to be used for administrative and statistical control purposes only. Full confidentiality of the responses will be maintained in the processing of these data.

4. MANDATORY OR VOLUNTARY DISCLOSURE AND EFFECT ON INDIVIDUAL NOT PROVIDING INFORMATION

Your participation in this research is strictly voluntary. Individuals are encouraged to provide complete and accurate information in the interests of the research, but there will be no effect on individuals for not providing all or any part of the information. This notice may be detached from the rest of the form and retained by the individual if so desired.

FORM   Privacy Act Statement · 26 Sep 75

DA Form 4368-R, 1 May 75

To the Participant:

This battery of questionnaires and tests is part of a study designed to identify factors which influence the acquisition and retention of foreign language skills. Information gained from this study will play a major part in improving the quality of both resident and non-resident language training programs for military linguists. Valid information can be obtained only through your full cooperation. Please be sure to write your name, social security number, and date on each answer sheet and on instruments with self-contained answer sheets. Consider each item listed in the questionnaires and tests carefully and give your best response. Your contribution is essential to the success of the study. Answers will be kept in the strictest of confidence for use and review by the Army research community. Neither instructional staff nor personnel in your chain of command will be able to associate your identity with your responses to these questionnaires.

Linguist AIT

Language Use Questionnaire

Name_____

SSN_____

1. What is your present MOS?

   A. 97B Counterintelligence Agent
   B. 97E Interrogator
   C. 98C EW/SIGINT Analyst
   D. 98G EW/SIGINT Voice Interceptor
   E. Other _____
                     specify

2. When did you graduate from your basic language
   course at DLI?   ____ ____ ____
                                                      day month year

3. How long did you stay at DLI after you
   graduated from the basic course?   ____ ____
                                                      weeks days

4. Check which one(s), if any, of the following course(s)/activities you engaged
   in at DLI after graduation, and indicate how long you were in each course or
   activity.

   _____ intermediate   _____ (number of weeks)

   _____ advanced   _____ (number of weeks)

   _____ Le Fox   _____ (number of weeks)

   _____ maintenance   _____ weeks + _____ days

   _____ casual duty   _____ weeks + _____ days
        (no language maintenance)

5. If you attended a maintenance course, how many hours a day, on the average,
   did you attend? _____ avg. hrs. per day

6. FOR THE PERIOD OF TIME BETWEEN THE COMPLETION OF ALL YOUR LANGUAGE TRAINING AT
   DLI (INCLUDING MAINTENANCE) AND THE START OF YOUR COURSE OF INSTRUCTION AT AIT
   please indicate the approximate number of hours per week you typically spent on
   the following activities using your foreign language. If you did not spend any
   time on the activity, put a 0 in the space provided. Do not leave the space
   blank.

                                                              hrs per wk
                                                              _____

   A. Independent self-study.   _____

   B. Informal practice or study with other non-native speakers
      (such as others in your unit).   _____

   C. Reading foreign language magazines, newspapers, or books. _____

   D. Viewing foreign language films, T.V., or other video
      materials.   _____

    E.   Listening to foreign language radio, music, etc.   _____

    F.   Informal interaction with native speaking friends or
        family members.   _____

    G.   Informal interactions with other native speakers
        (such as in stores, restaurants, etc.).   _____

7. Of the total hours listed in 6 above, approximately how many hours per week, on the average, involved use of the following skills?

    A. speaking   _____

    B. listening   _____

    C. reading   _____

    D. writing   _____

8. The following question only applies to activities you did on your own and not for your course of instruction: FOR THE PERIOD OF TIME YOU WERE AT YOUR AIT SITE, please indicate the approximate number of hours per week other than during duty hours, you typically spent on each of the following activities using your foreign language while at AIT. If you have not spent any time on these activities, put a 0 in the space provided. Do not leave the space blank.

hrs per wk

    A.   Independent self-study.   _____

    B.   Informal practice or study with other non-native speakers
        (such as others in your unit).   _____

    C.   Reading foreign language magazines, newspapers, or books.   _____

    D.   Viewing foreign language films, T.V., or other video
        materials.   _____

    E.   Listening to foreign language radio, music, etc.   _____

    F.   Informal interaction with native speaking friends or
        family members.   _____

    G.   Informal interactions with other native speakers
        (such as in stores, restaurants, etc.).   _____

9. Of the total hours listed in item 8 above, approximately how many hours per week, on the average, involved use of the following skills?

    A. speaking   _____

    B. listening   _____

    C. reading   _____

    D. writing   _____

10. How well did DLI prepare you linguistically for your follow-on training at AIT? (circle one)

    A.   Very Well
    B.   Rather Well
    C.   Satisfactorily
    D.   Rather Poorly
    E.   Very Poorly

Comments: (Use this space to explain or amplify any of your responses which you think need clarification).